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ABSTRACT

The purpose of this project is to teach students the relationship between volunteerism, good citizenship, and the continuing maintenance and enhancement of society through the examples of the volunteerism of great women community leaders in the St. Louis (Missouri) area. Each unit in the book contains a story or stories, vocabulary, and interdisciplinary activities. A video segment script accompanies each segment of the video used in the lesson. Each video segment is 6-7 minutes in length and accompanies each of the eight units. The units focus on the challenges facing the community and identifies outstanding women leaders involved in the issue. Topics and leaders include: (1) "Homelessness"--Marjorie Robins and Carol Duhme; (2) "Health"--Sr. Betty Brucker; (3) "Education"--Dolores B. Malcolm and Kathryn Nelson; (4) "Elderly"--Marylen Mann; (5) "Child Welfare"--Chris Chadwick; (6) "Art and Culture"--Mary Strauss; (7) "Justice"--Frankie Freeman; and (8) "Civil Rights"--Edna Fischel Gellhorn. A list of additional resources is included. (EH)

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When Women Lead the Way

SO 027 640

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When Women Lead the Way

A Curriculum Promoting Good Citizenship and Encouraging Community Action

Produced by

Alpha Kappa Alpha Sorority, Gamma Omega Chapter
Church Women United
The Junior League of St. Louis
The League of Women Voters
The National Council of Jewish Women
The Scholarship Foundation of St. Louis
Women of Achievement
and
The YWCA of Metropolitan St. Louis
in collaboration with
The Law and Citizenship Education Unit,
Division of State and Federal Programs
of the St. Louis Public Schools
and the The Missouri Bar's
Consortium for Civic Literacy

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Acknowledgments and Introduction

The *When Women Lead the Way Curriculum* is a result of an inspired collaboration of eight St. Louis women's service organizations who celebrated significant birthdays during 1995 and 1996. These eight organizations produced a thirty minute video entitled *When Women Lead the Way*. The video highlights the contributions of the eight women's service organizations which have collectively contributed more than 595 years of service to the St. Louis community over the last 100 years. It is a story of how groups and individuals have met the ever-changing needs of their community. Specifically, the video addresses how needs were met in the areas of justice, rights, children, arts & culture, world leadership, homelessness, the elderly, education and health. The video demonstrates the history of these women's groups and its parallel to the development of the St. Louis community.

In the process of creating the video, it was realized that these stories could be a powerful vehicle to teach students about the importance of good citizenship and community leadership. Therefore, the *When Women Lead the Way Curriculum* was developed.

The most instrumental element in the production of the *When Women Lead the Way Curriculum* is the eight groups highlighted in the original video, without whose inspiration and efforts, this curriculum could not have been made a reality. We would like to thank each of the eight organizations and their diligent representatives for their dedication, resourcefulness and creativity.

We must also thank John Stephens and Diane Schlemeier of MediaPulse, Inc., who produced and directed the original video and the video shorts for this curriculum. Without their willingness and attention to detail, this unique curriculum format would not have been possible. We would also like to acknowledge Dana Fowler for lending her creative talents to the script of the original video.

Special thanks must be given to Dudley Grove, the coordinator and crusader of the *When Women Lead the Way Curriculum*. Her perseverance, superior leadership skills, and hard work kept the project on the path to completion.

We would also like to acknowledge Jody Feldman for contributing her excellent scriptwriting skills and creative ideas to this project. We must also acknowledge Melissa Hellstern, writer and editor, who brought all the pieces together to create a fantastic new way of teaching good citizenship in the classroom.

Sincerely,

Linda Riekes, Director
Law and Citizenship Education Unit
Division of State and Federal Programs
St. Louis Public Schools

Millie Aulbur, Field Director
The Missouri Bar
Law-Related Education

An Overview of the *When Women Lead the Way Curriculum*

Goals and Philosophy

The overall goal of the *When Women Lead the Way Curriculum* is to promote volunteerism among young people. Volunteerism is a state of action, as well as a state of mind. It embodies the understanding that, in order to remain free, people must be willing to contribute freely of their time and talents toward the common good.

A successful community requires honesty, responsibility, respect for others, a willingness to share and industriousness from its members. Through volunteer work, these values become a part of students' lives. Young people learn that community service requires a willingness to give of oneself and a sacrifice of one's energy and time. Through participation in the *When Women Lead the Way Curriculum*, we teach our students the relationship between volunteerism, good citizenship and the continuing maintenance and enhancement of society.

Volunteer groups form a safety net for St. Louisans, and help make St. Louis a better place in which to live, work and play. These groups can be found in hospitals, museums, religious organizations, and non-profit organizations serving babies, children, women, men, the disabled, elderly, sick, homeless, hungry, abused and needy.

Objectives

The *When Women Lead the Way* curriculum was designed to teach good citizenship through the examples of the volunteerism of great community leaders. As each lesson was written, the following objectives remained in the forefront:

- To develop a greater understanding of the contribution of St. Louis volunteers in the areas of justice, rights, children, arts & culture, world leadership, homelessness, the elderly, education and health.
- To analyze examples of community problems and how volunteers solved them.
- To explore the developing role of women in affecting change in the community.
- To encourage students to make their own volunteer contributions to address needs in their school or in their community.

The Curriculum

Each unit contains a story (or stories), vocabulary and inter-disciplinary activities. A video segment script for each accompanying video can be found in Appendix C. Please find an explanation of each component below:

The Video Segments*

Video segments, each 6-7 minutes in length, have been created from the When Women Lead the Way thirty minoute video. A video corresponding segment has been created for each of the eight units which highlight the areas of homelessness, health, education, elderly, child welfare, arts & culture, justice and civil rights.

Each video can be shown as an introduction to the story lesson. The videos provide additional background information, as well as an introduction to the concepts presented in each unit. *See page 73 for the video order form.

A video script is provided for each lesson in order to enable the teacher to review the video segment before viewing it in class. Also, these scripts can be read aloud in class, or performed dramatically. See Appendix B on page 67 for tips on dramatic presentation.

The Stories

Nine stories highlight the accomplishments of nine outstanding women leaders from the St. Louis community. They are listed below by their area of concentration:

Unit 1:	**Homelessness**	Marjorie Robins & Carol Duhme
Unit 2:	**Health**	Sr. Betty Brucker
Unit 3:	**Education**	Dolores B. Malcolm
		Kathryn Nelson
Unit 4:	**Elderly**	Marylen Mann
Unit 5:	**Child Welfare**	Chris Chadwick
Unit 6:	**Arts & Culture**	Mary Strauss
Unit 7:	**Justice**	Frankie Freeman
Unit 8:	**Civil Rights**	Edna Fischel Gellhorn

The Inter-Disciplinary Curriculum

In order to integrate a school-home-community liaison for the teachers and classrooms it serves, each unit includes inter-disciplinary activities for government/civics, reading, and art, as well as activities to expand and reinforce the objectives in a variety of ways including family involvement.

Unit 1
Homelessness

This unit focuses on women who help others to achieve their potential. In the video, the students will see examples of women developing projects to help others. The volunteers in the Salvation Army and YWCA programs help the homeless individuals and families get back on track.

In the story of two sisters, Carol Duhme and Marjorie Robins, students will see how a family worked to solve problems in the St. Louis community and around the world. Many of their efforts resulted in programs which would support women and enable them to realize their dreams.

Vocabulary

In the Video

community service
dedicate
environment
monitor
offender
investigate
protect
ugly
understand
victim

In the Story

campaign
change
community
cornerstone
equality
founder
opportunity
retired
similarities
solution

Carol Duhme and Marjorie Robins: A Family Legacy of Leadership

Since its very beginning, our family has always been very active in the Young Women's Christian Association (YWCA). Our grandmother, Florence Allen Roblee, was one of the founders of the YWCA in 1905. She moved to St. Louis from upstate New York and throughout her life, she continued to support the YWCA and its causes.

The idea for the YWCA came in 1904 at the time of the World's Fair in St. Louis. At that time, a lot of women were coming in from all over the country to work at the World's Fair. When these women came to St. Louis, they couldn't just get a hotel or rent an apartment because it was not considered proper for women to do so. So, the YWCA provided a proper and safe place where they could live while they were in St. Louis.

By 1908 the YWCA became one of the largest associations worldwide with a membership of 8,150 people. My grandmother realized that they really needed a building to continue all the great work they were doing. So, she along with other like-minded women, conducted a campaign to raise the money to build a place for the YWCA. And, within twelve days, the money - all $500,000 of it - was raised and the first YWCA building and residence was built at 1411 Locust! Howard Taft, the President of the United States, even came to St. Louis to dedicate it!

While grandmother did not go to college, she was a self-educated person. She read all the time. She believed in the YWCA because she believed that all people were equal and that it was important that people work together to make the world a better place.

And, she went on to become President of the YWCA here in St. Louis. Our grandmother even went out door to door asking people for money to keep the YWCA alive and to provide housing for women during the hard years of the Depression.

Our mother, Louise Roblee McCarthy, was active in all sorts of things, but her favorite organization was also the YWCA. She really believed in the YWCA for two reasons. First of all, because it was a Christian movement and she felt that this was important. To her Christian didn't mean that everybody had to be Christian, but that as a Christian you cared about all people. Secondly, our mother was also very concerned with race relations. She had very good friends of all races and nationalities, and she loved and appreciated each one for their differences. She knew that if we could all work together, we could make the world a better place to live. She saw the same ideals in the YWCA. It was one place where Black women and white women really worked together. On the YWCA committees, women of all races and religions sat together and worked together, and there really was equality.

Our mother was also very interested in the women's movement and the opportunities for women. She believed that women had excellent leadership skills and that women could do great things to improve the communities in which they lived. You see, women did not always have the opportunities that they have now. Women used to be seen as pretty feminine creatures, but not someone that could create change. Mother believed that the YWCA was working to change the role of women by giving them the opportunity to not only be involved, but to be leaders. Our mother served as Vice President of the YWCA of the U.S.A. from 1949 to 1955 and went on to serve as Vice President of the World's YWCA from 1955 to 1959. It was a great experience. She would travel all over the world to meet with other leaders in other countries to discuss how to improve communities worldwide.

My mother had a global vision of the importance of people working together for the good of the world. There were always interesting people in our house from all backgrounds and nationalities who were doing important things all over the world. I often remember sitting around the fireplace as a child and listening to all the people and the interesting discussions. I am so glad for the opportunities I had to learn about all the different people and cultures of the world, because it taught me to appreciate the similarities and differences of people everywhere.

I, Carole McCarthy Duhme, got involved in the YWCA right after I graduated from college. I was asked to sponsor a Young Business Girl's Club for women who had just graduated from Central High School. It was a wonderful experience. These women were ready to be exposed to new ideas. The YWCA held workshops on current issues and many of those women became very active in volunteering and working to promote the purposes of the YWCA. I continued to work with the YWCA and went on to become Chairman of the Board of the YWCA of St. Louis from 1973 to 1976. Because of my work with the YWCA, I have also had the opportunity to work with Church Women United and the United Nations. It was exciting to be

honored, but the personal reward of participating in something that creates change in the community or even in one person's life is unlike any other.

My sister, Marjorie McCarthy Robins, has also worked with the YWCA for years. Marjorie was President of the YWCA of St. Louis from 1960 to 1963 and she sat in on the National Board of the YWCA in New York City for twelve years from1967 to 1979. Marjorie developed a program at the YWCA called the National Retirement Fund. In this program, retired persons work with the YWCA staff helping out in many different capacities. The retired persons volunteer their talents and time to benefit the causes of the YWCA. It is a great way for the YWCA to save money and an important way to involve the community. Through her experiences at the YWCA, she has also been very involved in other educational projects like the Springboard to Learning and the Central Institute for the Deaf.

One of our favorite moments occurred on May 17, 1954. My grandmother, mother, sister and I were at the site of our new County Branch of the YWCA to see the laying of the cornerstone there. At the exact moment that the cornerstone was put into place, the Supreme Court announced their decision on the *Brown vs. the Board of Education* case. The decision in that case put an end to the law that Blacks were "separate, but equal" in our public school system. Everyone at the ceremony cheered! Racial discrimination was just the sort of thing that the YWCA had been working to change from its very beginnings. And so, this was a victory for all of our members, and especially for our family. It was very exciting!

My sister and I learned a lot from our mother. We learned to care about people, to be educated and to be concerned about issues, to discuss them, and to try and find a solution. She and my grandmother were wonderful examples for us. As a result of their efforts, volunteering has always been important to my sister and me.

We tried to pass the things our mother taught us on to our children. We wanted them to understand that each one of us has a responsibility to the betterment of people and the community. You see, our family has always believed in the value of just sitting down and talking to people. Bringing people together to share their views and their feelings can often solve a problem. There are a lot of negative things going on in the world. You can either give up and be a part of the problem, or you can be a part of the solution. And we have always believed, why not be a part of the solution? After all, it was people who made the world, so certainly people can make it better.

Unit 1

Homelessness

Inter-Disciplinary Curriculum

Civics/Government

Ask the students to discuss what Carol Duhme or Marjorie Robins would say about the following statements:

A. "If we learn more about each other, we learn more about ourselves."

B. "We must think globally and act locally."

Reading

1. Ask the students to find a book that is easy to read about a child living in another country and be prepared to read it to a first grader.

2. Ask students to find a story in a magazine or newspaper about someone living in another part of the United States or another part of the world. Have the student write that person a letter telling him or her about the student's school and about the city of St. Louis.

Art

Use cardboard boxes to build bookshelves for the individuals and families of your local homeless shelter. The boxes may be decorated with construction paper, paint, markers, etc. Discuss how important it is to these individuals and families to have something of their own in a homeless shelter.

Family Involvement

Ask parents and their child to plan and carry out some community service project that serves a homeless shelter. It could be for a neighbor, for someone from their school, or their church, synagogue or mosque.

Unit 2
Health

The health issues facing St. Louisans have dramatically changed in the last 100 years, and the video demonstrates the effectiveness of volunteers in the health area in the past and encourages people to become involved in addressing the issues of today. The video points out the following:

- Diseases such as polio and pneumonia were brought under control with the development of the polio vaccine in the 1950's and antibiotics in the 1940's. But people become complacent about vaccinations, and now children are needlessly exposed to preventable diseases.
- New diseases like AIDS replace old ones.
- Volunteer groups supported the development of MSD (Metropolitan Sewer District) to provide cleaner water in the 50's. But the environment again needs advocates in the 90's.

In the story that accompanies the video, Sr. Betty Brucker is described as active in a number of groups which are assessing the current health concerns in the St. Louis community. The story tells how she works to get new programs created to meet the needs.

Vocabulary

In the Video

atmosphere
epidemic
clinic
immunization
initiative
options
preventative
raw sewage
sewer district
vaccines

In the Story

administer
adolescent
afflicted
career
compassionate
residence
religious community
society
symptoms

Sister Betty Brucker
Caring for the Community with Courage

My high school stood right across from the St. Joseph's Health Center in St. Charles, Missouri. During World War II, the hospital was short of help. So, some of my high school friends and I volunteered to be nurse aides. We performed various other duties around the hospital including feeding the patients and changing their bed clothes. It was a great experience for me, and as it turned out, it was also the beginning of my two careers: nursing and volunteering.

I was most influenced by my parents. They were both joyful, hard-working people. Their example of giving really impressed upon me the importance of volunteering and of giving of oneself. They always taught my brothers, my sister and me that the way to enjoy life and get the most out of it was to help other people enjoy life.

My father was an extremely generous man. He ran a hardware store. Every year at Christmas time he would decorate the store like a Toyland. He would put on a red suit and dress up as Santa Claus. And, before he came home on Christmas Eve, he would always go out with someone from the Salvation Army with the toys from the store to give them to the needy children of our neighborhood. My father taught us that whatever you give away, it will return to you double, and sometimes even triple.

I went to college to become a health care professional. I became a nurse because I cared about people and I genuinely wanted to help people live longer, healthier lives. Soon after I became a nurse, I entered the Franciscan Sisters of Mary

and became a religious Sister. My motivation has always been to be a part of a service community, to collaborate with others in serving the poor, and to empower as many people as possible to break the cycle of poverty in their lives.

I worked with many great organizations and programs to provide for the people of my community, but it wasn't until the late 1980's that I found my true calling. Through my work at St. Mary's Health Center, I became involved in trying to help the people who are afflicted with Acquired Immune Deficiency Syndrome or AIDS. At the time, AIDS was a very new disease. There was much that we did not know about it. AIDS really takes over a person's body and leaves them with very little strength or hope. I got to know a number of AIDS patients in the hospital. Many did not have any health insurance, and therefore could not pay their bills. Others had families who had turned their backs on them, and so they had no one to care for them. I was at the right place, at the right time to make a difference for these people.

You see, in 1989 so little was known about AIDS that many people were afraid of the patients and the virus itself. Some people thought that one could get AIDS by breathing the same air as an AIDS patient or by using the same eating utensils. Now, we know that you cannot get AIDS through casual everyday contact. Although there is still a lot of fear in the community about the disease, people are becoming more educated about AIDS and the effects of the disease. I wanted to help educate the public about AIDS and to provide for these AIDS patients who had no family and no money.

In 1989, I helped to establish the St. Francis Residence, a transitional housing program for AIDS patients on the grounds of St. Mary's Health Center. We took an old building next to the hospital and renovated it to provide a place for the AIDS patients to stay while they are getting medical care at the hospital. They do not pay rent and are provided with some staple foods such as milk, bread, and eggs. The patients are typically very weak and staying at the St. Francis Residence lessens the stress of traveling back and forth to the hospital. In addition, many times a doctor or nurse will come over from the hospital to administer their medicine or treatment.

When the St. Francis Residence was established, many people asked me if I was afraid that St. Mary's would become known as the "AIDS hospital." I was not! On the contrary, many nurses, doctors and other caregivers at St. Mary's became great advocates for the AIDS patients—and I still hear that St. Mary's gives the most compassionate care for them. The hospital treats them as the regular patients that they are without any stigmas or fears attached.

I also helped to develop the St. Louis Effort for AIDS program. In the program, people volunteer their time to be a buddy for an AIDS patient. They may help the patient with their grocery shopping or they may just go to their home to talk and visit. Typically, AIDS patients in the later stages are too weak to do the things that others do

everyday. And, so it is really wonderful for them to have an extra person to help them. Through the St. Louis Effort for AIDS, we have also developed some educational programs to make society more aware of the truth about the AIDS.

My favorite accomplishment of my volunteer career is my presidency of Doorways, an interfaith residence for people with AIDS. Doorways is a collaborative effort of all the religious congregations in St. Louis. Every religious community is represented on the Doorways Board. We come together for one common goal: to improve the lives of AIDS patients. Just as volunteers had helped at the St. Francis Residence, various churches sent volunteers to help us renovate housing facilities to provide for the AIDS patients. Anyone with AIDS is welcome - whether they be male, female, adult, adolescent or child. Now, with some of the newer medical treatments, the patients live longer, but they also have more symptoms and require more medical care. Doorways gives the AIDS patients a support system and a sense of belonging to a community, which they miss out on in regular society. The patients are also provided with a case manager to help them with medical care and other needs. Doorways now has housing developments in several areas of the city! I am constantly amazed by all the wonderful things that Doorways does to improve the lives of AIDS patients. I am proud to be a part of such greatness.

I recently heard someone say that the volunteer work you do is the rent that you pay for being a part of society. My religious beliefs motivate me to continue in the healing ministry. It is my personal belief that this ministry benefits the people I share the world with and the people, like AIDS patients, who need healthcare. I have noticed that the more involved I become in society, the more need I see, and that need pushes me to strive harder and to accomplish more.

Unit 2

Health

Inter-Disciplinary Curriculum

Civics/Government

1. Have students discuss the role of public health in our community. How is the community affected by water pollution or an AIDS epidemic? Discuss with students the role of education in health care and health promotion. How did the volunteers in the videos use education to impact health issues?

2. Have the children break into small groups and brainstorm a list of health issues which affect young people. Ask each student to pick one issue from the list and research ways that communities or health systems are addressing that issue. Have the students make reports to the class on their findings.

Reading

1. Have the students read a current news magazine and find two articles on health issues and discuss these in class.
2. Ask each student to prepare an education campaign to deal with one of the health issues that has been discussed in class.

Art

Have each student make a public announcement poster which promotes some aspect of healthy living (e.g., stop smoking, vaccinate your children, get plenty of rest, don't take drugs, etc.). Display the posters in the school halls.

Family Involvement

1. Have students watch a health program on television and discuss the health issue with their parents or guardians. Discuss how each health issue could impact their family and develop a plan to prevent health risks from the health issue.

2. Have parents visit the class and discuss professions in the health care field. Tour a public health clinic.

Unit 3

Education

"Without education you can't get anywhere", says Marion Bosley Evans in the video. Two women's volunteer organizations have provided the scholarships and educational loans that have enabled thousands of St. Louisans to complete their college education. The Scholarship Foundation of St. Louis and the Alpha Kappa Alpha Sorority both answered the student's need for financial help.

Alpha Kappa Alpha also opened the Literacy Center to help people increase their reading skills to get better jobs and build their confidence in doing the tasks required in daily living.

Dolores B. Malcolm has spent a lot of her life working to promote literacy. Her involvement with the International Reading Association has led her to work worldwide helping others to learn to read.

Kathryn Nelson overcame great odds to become a teacher and humanitarian. In addition, Kathryn volunteered to work with the Navajo Indians in the western part of the United States and taught people in Haiti how to read and how to type. She gave them new skills so they could get better jobs, raise their families, and achieve their dreams.

Vocabulary

In the Video

achieve
aspect
confidence
dual
embarrassed
inconceivable
incredible
independent
literacy
recipient
refugee
undertaking
scholarship

In the Stories

advocate
association
bi-literacy
change
concern
conference
creativity
cultural heritage
geographical
government
habit
international
literacy
predominately
spectrum
technology

Dolores B. Malcolm
Leadership for Literacy

written by Dolores B. Malcolm

My name is Dolores B. Malcolm, President of the International Reading Association (IRA) from 1995-1996. Since I have always liked to read and grew up in a family where the habit of reading and its usefulness for living was stressed, it was only natural that I spend time working with the IRA. The organization is a 94,000 member group of volunteers who are predominately classroom teachers and educators at all levels from elementary through college, but also parents, librarians and other interested persons. For over 45 years, the main goal of the organization has been to promote literacy worldwide. Meetings are held locally at state, provincial and regional levels and in international groups called affiliates around the world. These meetings are set up to focus on issues of literacy that are important in the area where they are held. There may be a meeting on one topic for a small group of 60 or a large conference of 16,000 with many workshops for people to attend. Classroom teachers and participants informed of varied techniques that can be used with the students they teach to improve reading strategies. At a recent regional conference with representatives from 14 states, Jim Davis, the creator of the *Garfield* comic strip, illustrated his works and talked about using the newspaper to help teach people to read. Every other year a World Congress is held in a country outside of North America with a conference theme of reading that is relevant for that area. The last few meetings were held in Australia, Hawaii, Argentina and Prague - the Czech Republic.

Reading truly makes a world of difference in everyone's life, crossing all racial, religious and geographical boundaries. The daily worldwide aspect of IRA extends to

over 90 countries and we are divided into 7 international regions. The regions beyond North America include the Caribbean, Oceania, Africa, Latin America, Asia and Europe. The theme of a conference I attended in the Asian region of Singapore focused on biliteracy which is the *learning and use of two or more languages*. In Singapore the children are taught English in schools, but Chinese is their native language and many students have to be tutored after school hours in the language of their home because it is not taught in schools. This often causes a language problem in the home when the household is made up of elders who speak the native language.

"First language" (the language spoken in the home) is also a growing concern in schools within the United States, because as our nation becomes more multi-cultural the language that children speak at home, and often come to school speaking, is not English. Schools must be prepared to assist these students in learning English for their school life and daily living while recognizing the importance of their first language, and the role it plays in their cultural heritage.

Why does the IRA believe that reading makes such a difference? Studies have shown that students who feel good about books and read often do well in school and that the children who are successful in reading can be successful in other subjects also. However, reading is not the only subject covered in the area of literacy. Writing, speaking, listening and even viewing are a part of the whole area of language arts that are necessary for success and go across the spectrum. Viewing covers the broad range of technology that is opening up and will be a much greater part of the future. Health, history, chemistry, mathematics - how can you master these subjects without reading? Reading the street signs, passing a driving test, applying for a job, opening a bank account are all important skills revolving around reading that are necessary for life's survival.

As a teacher and a citizen, I believe in the cause of the International Reading Association and the people that it serves. My 20 plus years of volunteering with the IRA can be summed up by a quote from Helen Keller, "I am only one; but still I am one. I cannot do everything, but still I can do something. I will not refuse to do something I can do."

Kathryn Nelson
Educating the World

I grew up in Memphis in the 1930's. I lived with my sister, my Mama and my grandmother, Big Mama. Big Mama and Mama taught me a lot about life. Big Mama was born a slave, and was freed when she was three years old. Big Mama did not ever go to school, but she taught herself to read and eventually became a successful business person. I always admired her for her strength and wisdom.

We lived through hard times when I was young. When I was a young person in the 1930's, the country was in the middle of the Great Depression. This meant that there were very few jobs and food was very expensive. My family never went hungry, but we came very close to it. My sister and I learned at an early age that if you try to learn from everything that you do, you will find yourself learning all kinds of things. Some people were poor, and they couldn't help themselves. We were poor, but we decided to be creative and work hard to make it better. For example, believe it or not, we had a cow in our backyard. My sister and I would sell milk and butter in the neighborhood. We also made cakes with the milk and butter from our cow. And, we would load up our wagon and sell cakes to the people in our neighborhood. If you have limited resources, but you want to accomplish something, you have to figure out a way to make it happen and that is what we did. If you have any creativity at all, it will come out when times are the hardest.

I also grew up during the time of "Jim Crow" laws in the United States. These

laws said that all Black people had to ride on the back of the bus, while other people could sit anywhere. I didn't understand why we were treated differently than other people. I asked my mother about it and she said, "Well, there are some people in this world who don't feel like they are worth anything unless they are looking down on someone." And then she said, "If they knew what a wonderful person you were, they would be dying to sit next to you." So, I knew that someday I would show them how special I was. I hoped that I could serve my community and create change by being a leader.

My mother and Big Mama never let me feel sorry for myself. I remember once I was complaining to Big Mama about how unfair it was that white people could get a better education and, as a result, better jobs than Black people. She asked me, "Well, how do you think they learned all those things?" I thought for a second and then I said, "Books, I guess." Then she said, "Well, you can read." Big Mama taught me a great lesson that day. I realized that I could do anything I wanted to, but I had to dedicate myself to it. I knew that I could be successful, because I had the opportunity to learn. I soon realized that if I could teach other people this same idea, then anyone could be successful if they wanted it bad enough.

In 1946, I went to Fort Defiance, Arizona to work on the Navajo Reservation at Good Shepherd Mission. I lived on the Reservation at a time when people were worried that the Native American population was dying out as a culture. I only lived there for a summer, but I learned a lot in that short time. I wanted other people to learn about the Native American people and culture also. So, we held a Navajo festival and invited people to come. We wanted to teach the tourists and people of Arizona about the Native American ways of life. You see, when we learn about each other, then we learn to appreciate and admire each other's differences. I think a lot of people enjoyed the festival and it helped everyone to remember that the Native American is still a large and important part of our country's heritage.

A few years later, I had the opportunity to go to the District of Haiti as the Director of Christian Education. The country of Haiti was very poor and the people who lived there did not have the opportunities that we have in the United States. I went there to give a helping hand and to show the Haitian people how to be leaders in their community. I wanted to teach them ways to help themselves. I knew that I could make a difference in the lives of the Haitians. During my five years in Haiti, I taught Haitian children and adults the English language and typing so that they could express themselves better. You see, one of the most important things is language. If you have good language skills, then you can express your ideas, your needs and your wishes to the people around you — and you feel connected to other people. And that is important, whether you are on the Navajo Reservation, in Haiti or in America.

I still keep in touch with friends that I made while I lived in Haiti. Many of

them have moved to the United States to work and live because their government is unstable. I feel proud to know that I was able to make a difference in their lives and that I could help them help themselves.

No matter where you live, it is important that to feel a sense of belonging to the community and to each other as humans. Life is made up of small problems and small successes. That is why being a volunteer and helping other people is so important. Everyone needs someone there to encourage them, cheer them on and celebrate their successes with them. By volunteering your time and talents to other people, you can create positive changes in the lives of others. You can make a difference for them and they can help you to learn and understand all the different people of the world.

If there is a central theme in my career, it would be to support and be an advocate for people who are have fallen on hard times. I work to teach people what they need to know to get a few steps closer to where they want to go in life. I understand people of who are having tough times, because I struggled as a young person. I know a lot about struggling, but I also know a lot about winning. I have chosen to give so much of time to other people because I believe in people, and I know that if everyone is given the chance, everyone can be a winner!

Unit 3

Education

Inter-Disciplinary Curriculum

Civics/Government

1. Discuss the concept of "Each one, Teach one". What could be the possible impact in our community if each person takes on some responsibility to help someone else each day?

2. Ask the students to write an argument supporting the concept of giving someone a hand up, rather than a hand out.

3. Discuss the impact on someone's life if he/she cannot read. How would that person be limited in life? (Include ideas like: couldn't take the written driving test, couldn't read the instructions on the medicine bottle, couldn't fill out a job application, etc.)

4. Develop a project to help someone learn to read.

Reading

1. Have the student read to a sibling, another child, a disabled person, an elderly neighbor, or hospitalized person for at least 4 times over a month's time.

2. Ask the students pick out a poem and read it to the class. Discuss the way a poet gets across his/her message by using certain words and sounds to give meaning to the poem. Have the students consider if they find different meaning from the poem by reading it themselves or by listening to someone else read.

Art

Have each student create a teaching aid, using paints or markers, to be used with first or second graders who are developing their reading skills. This can be a game, poster, or flash cards. Have them use the teaching aid in a class.

Family Involvement

Ask the student to read for 15 minutes or more each evening, complete a chart of reading material, and increase reading time over a designated period. Students may discuss what they read with their parents or guardians.

Unit 4
Elderly

The population of people over 65 in St. Louis is growing significantly. By the year 2010, many of these older citizens will need special services, supplemental food programs, different types of housing, recreation opportunities, and help in transportation.

In watching the video, you will see Church Women United's Meals on Wheels Program and the National Council of Jewish Women's Crown Center for Senior Living. Volunteers with these 2 programs have provided vital resources that enabled the elderly to live more independently and successfully.

Marylen Mann has been committed to making the lives of our older adults better by creating OASIS to provide education, programs and travel for seniors. In her story, students will see how exciting life can be for our older adults.

Vocabulary

In the Video

decade
focus
imagine
income
mobility
reliable
retirees
statistics
subsidized
validity
transportation
united

In the Story

archeology
diminished
enthusiasm
humanities
intergenerational
potential
precious
segment
self-esteem
tutor

Marylen Mann
Improving Life for Older Adults

All over the world the structure of family is changing. Families used to live together, if not in the same house, then at least in the same city. Grandparents were a part of their grandchildren's lives. Today, families often live in different cities and older adults are not as involved with their grandchildren because they are separated by so many miles.

When I and my friend, Margie Wolcott May, started OASIS (Older Adult Service and Information System), the traditional view of older people was that they were somewhat limited and frail. I knew about programs that took care of the physical needs of older adults, such as food, doctor's visits, clothing and shelter. But, there was a whole population of older adults with needs that were not being addressed. Today, people are living longer, healthier lives than they have in the past. Older adults retire from the workplace, but they are still full of potential and energy and they have so much wisdom and experience to share. We created OASIS to preserve and share that energy, wisdom and experience with the community.

OASIS offers programs in the arts, humanities, health and volunteer services for older adults in our community. Older adults can attend classes and learn about all kinds of things like creative writing, art, drama, Shakespeare and even Biblical archeology! Older adults wanted to remain active and to learn new skills which help them play an important part in society. Learning helps people stay active and "young at heart." Most importantly, people who continue to learn and grow are building self-esteem. No matter how old you are, you need to feel useful and productive to have a

high quality of life and to ultimately be happy. I realized that one way to build self-esteem was to find a way for older adults to give something back to the community through volunteering.

There are needs in our community that can only be met by people who care and who volunteer to create change. It is important to create those opportunities to connect people who care with those problems. I wanted to enable our older adults to use their experience and time to teach younger people. That is why we developed the OASIS Intergenerational Tutoring Program. "Intergenerational" means that one older person and one younger person are paired together. A "tutor" is someone who teaches another person. So, the older adults teach the younger ones. Our older adults help kindergarten through third grade students with reading and language development. And, it builds self-esteem for both!

One older adult I know was worried that she would not be a good tutor because she only had a high school education. However, she turned out to be one of our best tutors. She was always coming up with new activities for the children. She would ask them to bring an old tennis shoe, and they would plant flowers in it. She could take almost anything and make a fun activity out of it. This woman didn't need a lot of education to be a tutor because she had so much of herself to give. That is what being a volunteer means—giving of yourself. When you know that someone needs you and that you are important to someone else, it makes you feel good about yourself.

Being a volunteer is not something you have to do, it is something you choose to do. It fulfills the need of feeling connected to other people and allows you to develop new skills. It is seeing things happen in the community and being able to say, "That's better because I did it." It is feeling that you are making a difference. Many people have told me that their children and grandchildren live far away and that being able to help children learn has meant a lot to them.

The OASIS Intergenerational Tutoring Program is good for everyone. The volunteers feel good about helping others, and the students benefit from the energy, enthusiasm and wisdom of their tutors. Many of the students and tutors become good friends, and everybody can use another good friend.

So many people have liked our program that it has been established in many other cities throughout the United States. I am glad because I believe that our older adults are one of our most precious natural resources!

Unit 4

Elderly

Inter-Disciplinary Curriculum

Civics/Government

1. Divide the class into groups with each group responsible for making an oral and/or written report on some aspect of services to the elderly, including health, education, housing, food, recreation, and transportation.

2. Give the students a list of agencies serving senior citizens in your community (a resource directory of programs in your area can be acquired from the local United Way), and ask them to identify services around the school. Ask each student to call and interview a volunteer or paid staff representative on the services offered by the agency. As a class, discuss the individual programs, their importance, and the need they fill in the community.

Reading

Have the students read reports from the United Way and/or other community agencies on the demographic changes in their community and summarize the data on the elderly. What conclusions can they draw on what resources are still needed to improve the life of our older citizens?

Art

1. Have the students make favors, placemats or table decorations celebrating some holiday, to be used at a local senior citizen center or nursing home.

2. Have the class design and then color or paint on cloth a mural or wall decoration to be shared with a local senior citizen center or nursing home. The theme of the mural should be world cooperation or peoples of the world.

Family Involvement

1. Ask some of the students to bring their grandparents to class to talk about their youth. Write down the oral history that the visitors present and submit the stories to the school newspaper.

2. Ask the student to call a nursing home and ask if he/she could come with a parent to visit an elderly person who would like a visitor. Offer to read to, talk with, play a game with the older person. A group of students and their parents could plan a party or outing for a group of seniors.

Unit 5
Child Welfare

The video highlights 4 different programs and services that are available for children and their families:

- Girls, Inc. provides educational and recreational services for young girls.
- YWCA created the first school age care program for before and after school care for grade school children.
- Teen Outreach was a program to keep teens from getting pregnant and to help them complete high school.
- TOTAL is a collaborative of 14 community organizations to prevent teen pregnancy.

In the story, Chris Chadwick tells how she created another program to meet the needs of children - a respite care service called "The Crisis Nursery".

Vocabulary

In the Video

agency
altercation
bi-state
concern
facility
industrial revolution
interview
options
original
potential
substance abuse
volunteer

In the Story

abuse and neglect
compassion
conquer
counseling
crisis
domestic violence
haven
passion
respite
unduplicated
situation
tragedy
treatments

Chris Chadwick
Compassion For The Community

I was very lucky to grow up in a home without any real tragedy. I often think about how fortunate I was in terms of my upbringing. I have six brothers and sisters and my grandmother also lived with us. Our house was sometimes crowded, but I was happy that we could all be together to help each other. I especially liked having my grandmother live with us because I always knew that someone, besides my parents, was looking out for me. My grandmother taught me many things, but most of all, she taught me how to care for other people. And, her lesson is a big part of my motivation today. I want to be sure that someone is there to look out and care for parents and children when they are having difficulties in their lives. That is why we developed the St. Louis Crisis Nursery at Deaconess Hospital — to make sure that someone is always there when families need help.

The St. Louis Crisis Nursery is a safe place where individuals can bring their families when they are experiencing a crisis. Our main goal is to help eliminate abuse and neglect in the St. Louis area. We are open twenty-four hours a day to provide a safe-haven for parents and children who are in the middle of a crisis situation. We see a lot of different situations: domestic violence, alcoholism, drug abuse, hospitalization, illness and lead paint poisoning. We see the kinds of situations that leave families without anyone to turn to. On occasion, we even serve families from all over the world. For example, if a child comes from Europe for an organ transplant and his or her parents need somewhere safe to put the younger siblings for a few hours or days, they can bring them to us. We have heard some very powerful stories from families who have come to the Nursery.

I remember Billy, Christopher and their sister, Jeanne. Their house burned

down one night. Nobody got hurt, but they had nowhere to go until they could find a new place to live. Their family lost everything when their house burned down and their mother did not know what to do. So, their mother brought the children to the St. Louis Crisis Nursery. At the Crisis Nursery, the kids were given medical treatment, baths, clean clothes and something to eat. Jeanne even got some medicine for her cough, which she got from breathing the smoke of the fire. And, in the next couple of days, the people at the Crisis Nursery helped their mother find a new home for the family.

It was important that Billy, Christopher and Jeanne had somewhere to go while their mother tried to find them a new place to live. And, it is important to keep families together. I believe that family is really important. I grew up with really strong values from my family. And, I have always loved children. A lot of the things I have done in my life are centered around empowering young people or empowering children.

Ideally, I want the nursery to be empty because that means that there aren't any families in trouble. But, problems do occur and people need someone that they can lean on when times are hard. The Nursery is a very important because it provides this help, and it is still unduplicated in the region. We have opened two other sites since the Deaconess Nursery and we really feel successful. We fill a void in the community for families who need immediate help.

The Crisis Nursery allows the parent or caregiver time to do the things they need to do to begin fixing the crisis situation. And the length of stay is based on the situation. Whether they need time to go get the electricity turned back on, or time to find a job or to go to drug rehabilitation, they can come to us and we will do what we can to help support them. We also offer families counseling, educational training and follow-up services once they leave.

The best part about the Crisis Nursery is that we are volunteer driven. Our organization depends on and needs volunteers to remain open. Our volunteers represent all ages, races and backgrounds. We live in such a fast paced world, and it is so easy to not take time for yourself, much less to give to others. The Crisis Nursery is a wonderful opportunity for people to give something back to their community. We even have high schools that send their students to the Crisis Nursery as a community project. And it really is a fun place to volunteer. There is a lot of joy in helping families and children feel safe and loved.

One of the things that I am most concerned about is letting people know that there is hope and love in the world. And that with a little help, there can be happiness. I want every child to know this happiness and to feel proud of themselves.

If someone were to ask me what I am most proud of, I would say in terms of my

volunteer work, it would be the St. Louis Crisis Nursery. It really taught me that you can make a difference. There are so many needs out there and if we all decide in some way that we are going to attack them, we can all make a difference. Even if you only volunteer once a week, you are potentially changing someone's life.

The St. Louis Crisis Nursery taught me that all you need is passion, the drive and belief in something, and you can conquer anything. I was raised that I was going to be a nun, a teacher, or a nurse. Today, women have a lot of opportunities that I didn't have. I am raising my daughters to know that they can do anything they want to do. You have to find the resources, find the passion in yourself, and you can make it happen.

Unit 5

Child Welfare

Inter-Disciplinary Curriculum

Civics/Government

Discuss with students the process of developing a project to meet a newly identified community need. The process is:

1. Find symptoms of a problem.
2. Bring people who are concerned about or touched by the problem together to agree on "the problem".
3. Brainstorm ways to solve the problem. (There are usually several possible solutions.)
4. Pick a solution and decide on the steps to reach the solution.
5. Follow the steps to completion.
6. Evaluate the process to determine if the problem is solved or needs more of different actions to solve it.
7. Communicate the results to the community involved.

Have the students identify some symptoms of a problem in their school. Alone or in small groups follow the steps to resolve the problem. Perhaps the students can implement the steps.

Reading

Have students write a newspaper about the school. Include articles on school-related problems and on successful projects. Include a survey for other students to give their input on problems or solutions. Include articles on students and faculty who have been good volunteers around the school.

Art

Have the class design and then color or paint on cloth a mural or wall decoration to be shared with a local children's center or nursing home. The theme of the mural should be world cooperation or peoples of the world.

Family Involvement

Have parents host field trips to one or more agencies to see how needs of children are met. Again discuss with students how volunteers make a difference.

Unit 6
Arts & Culture

In the video section on arts and culture, the women discuss the importance of art in our lives and in lifelong learning. They show the importance of preserving our history, our literature, our art, our clothing, our music, and our culture. They feel that the arts provide an important dimension of learning and can give us an insight into history, science and literature. These leaders feel that the arts can bridge the gap between peoples and can inspire us to greater achievements.

In the video you will see an example of a collaboration between the Junior League and the Urban League to create a Black arts and cultural center. The other story in the video highlights the work to preserve Forest Park. The park was planned to provide open space and recreational space for people in a city. Even though people hold different opinions on many subjects, almost everyone likes the park. Also, many historic events and famous people are remembered in the buildings and sculptures found in the park.

The accompanying story highlights another arts and cultural activity. Mary Strauss was energized to save a historic movie theater. The Fox was a candidate for demolition. It represented an exciting era. It was a unique piece of architecture. The art used to decorate the building was incredible, and she felt should not be lost to future generations. She created a new theater space for the city by renovating an old one.

Both examples show how cultural resources were preserved for future generations.

Vocabulary

In the Video	**In the Story**
advocate	contribute
collaboration	heritage
culture	persevere
education	preserve
inspiration	reconstruction
motivated	restore
reputation	theater
sculpture	unique
stimulus	

Mary Strauss
Persevering To Preserve History

My name is Mary Strauss. I contributed to St. Louis by restoring the Fox Theater on Grand Avenue. It all started when my husband and I toured the Fox Theater right before the owners were going to close it down for good. The owners said that after that winter they couldn't afford to keep it open any more. The Fox Theater was a very special part of my childhood. When we were kids, we would go to the Fox to see movies. The Fox was a place, especially during the Depression, where people could go escape for two hours and pretend that they were someone else. It was the last old theater of St. Louis. The theater had been closed from 1978-1981, except for an occasional rock concert. The theater was not making enough money to keep its doors open.

When my husband and I went inside, there was only one light bulb burning in the whole place. So, they gave us flashlights to look around. I remember looking out from the stage and seeing the beauty that was still there, even though the roof leaked and all the plaster had been ruined. I told my husband that we had to save it. The Fox was a tradition in St. Louis that we all went to and we all loved. It was a part of the history of St. Louis and it needed to be saved.

Once in awhile in your life something comes along and you say "I have got to do it." So, the following year, I went to work on the theater. We started reconstruction on the first day my kids went to school, and we opened on the day they went back to school the next year.

First, I did a lot of research because I had never done a project like this before

and I wanted to do it correctly. I had to learn how to clean everything and how to re-create the feeling of the old theater through its decorations. I learned about the original carpet and recreated the old design in a new carpet. I replaced the theater seating, repaired the plaster, painted all the walls and decor and many other things.

My husband and I decided that we really wanted to restore it, rather than change it. We wanted it to be like it was before. We wanted to preserve it as a piece of history.

Everybody said, "What are you doing with that Fox Theater, nobody wants it—no one will come and see shows there". But, I knew that to do a big project like this, you have to believe in it and yourself. You can't listen to all of the negative people. We knew that we wanted to add something to St. Louis, and so we kept on going. We knew that there was a void in St. Louis that the Fox Theater could fill.

There were a lot of problems along the way. We converted from oil to electric heat, so that meant that we went for quite awhile without any heat at all. And the oil heat had left a residue all over the dome of the theater, so we had to figure out a way to get it clean. Also, the plumbing was there, but didn't work so we had to fix all of it. The electric wiring was a mess, and we had an electrician in for three months to get it back in order. In fact, I did all of my work write-ups with a flashlight! But, we just kept saying, "We can do this and it will be well worth it!" And, we were right.

We finished restoration in 1982. The first time the musical The Phantom of the Opera came here, I realized that we had really done something great for St. Louis. Before we restored the Fox, no big superstars or big plays came to St. Louis because there was not a proper stage. I think that the Fox Theater changed entertainment in St. Louis. Now, anyone who tours across the United States comes to St. Louis. And, the people of St. Louis love coming to the Fox. We love it that St. Louis loves it. We want it to be special. The success of the Fox proves to me that you have to have a passion, and even though you will have obstacles, that you have to persevere and not give up.

Everybody needs to have somewhere to go and enjoy themselves, and that is what the Fox is. The Fox Theater has been preserved so that anyone can experience a different way of life, the way life used to be. It is important to save our heritage. The Fox Theater is uniquely American and uniquely St. Louisan.

Unit 6

Arts & Culture

Inter-Disciplinary Curriculum

Civics/Government

1. Have the students develop a list of some of the laws that Mary Strauss would have to consider in preserving the Fox Theater or any old building.

2. Discuss how history is reflected in older buildings of a community.

Reading

Take the class to the library (school library or local library) to find stories about preserving old buildings. Have the students write a pretend letter to Mary Strauss asking her to help restore some building they read about at the library or have identified in their neighborhood.

Art

1. Have the student design a children's playground to be constructed on a lot, left vacant, after an old apartment building was torn down. It can be 2 or 3 dimensional, a line drawing or built in a shadow box.

2. Hold a competition to design a poster highlighting a historic building in the neighborhood or in the community. It could be a school, important religious building, a home, business, or government building.

Family Involvement

1. Have the child go with a parent to a museum. The child should identify a painting or sculpture they like and tell the parent how the painting or sculpture describes something about our history or culture.

2. Ask the student to talk with a parent, grandparent, or neighbor about what they remember about going to Grand Avenue or Forest Park when they were growing up.

3. Ask parents to accompany the class on a field trip to tour the Fox and Grand Center.

Unit 7

Justice

In watching the video, the students will see three programs that work to provide justice for the young people in our community.

1. CASA or Court Appointed Special Advocates provides a volunteer to advocate for the best treatment of children who have been neglected or abused. With so many cases before the courts, someone should take the time to work with each child to find the best placement for that child.
2. The Children's Shelter Care provides a shelter for girls who cannot live at home. The volunteers help the girls complete their education and develop the job skills to become independent, responsible adults.
3. In the last example the Payback Program provides a fair way for youths who have broken the law to pay back their victims.

The story of Frankie Freeman illustrates another way to work with the courts and our legal system. She used them to fight discrimination.

Vocabulary

In the Video

abused
citizen
compensate
damage
graffiti
juvenile
justice
minimum wage
neglected
offender
responsible

In the Story

discrimination
equal opportunity
racism
segregated
Supreme Court
unconstitutional

Frankie Muse Freeman
Fighting For Justice

When I was growing up, racial segregation and discrimination of Blacks was enforced and protected by laws in the United States. At that time, there were separate schools for Blacks. There were separate water fountains and separate bathrooms. And, if you wanted to ride the bus and you were Black, you had to sit in the back. My family objected to this, and so, whenever we were able we would not give in to it. We knew that the bus was segregated, and so therefore we walked wherever we needed to go. We were not going to be forced to sit at the back of the bus.

I grew up in Danville, Virginia, which was the heart of the Confederacy during the Civil War. We lived in the 200 block of Roth Street which was all Black families. The 100 block of Roth Street was all white families. I remember the shoe repair shop at the end of the block. All the families, Black and White, would take their shoes there. We were protected. In my neighborhood, you would smile as you passed your neighbors. It was later in my life that I learned of the hostility between the races.

My family was very active in the National Association for the Advancement of Colored People. So, my parents believed that I and my brothers and sisters had to have an education, that we had to do the best we could and that, as long as we did our best, we would be successful. There was never a question of whether or not we would go to college, we just always knew we were. My mother was a graduate of Hampton College in 1911. And so, I was very proud and excited when I was accepted to Hampton College after I graduated high school.

When I traveled from Danville to college, I had to travel by train. This meant that I had to sit in a segregated car, because that was before the Supreme Court decision that changed the laws on segregation. I did not like it at all. I think that was when I decided that I was going to be a civil rights lawyer, so that I could ride on any car, no matter what the color of my skin. And, so that everyone in my community

could too.

After I graduated from Hampton College (now Hampton Institute), I went on to Howard University School of Law to become a lawyer. After I graduated from law school, I came to St. Louis and set up my law practice in 1949. I wanted to provide leadership in the community that would create positive changes.

On my first case, I was one of a team of lawyers that prosecuted the St. Louis Board of Education because they were being unfair to some students. At that time, all the white students went to one school and all of the Black students went to another school. The white school had a course in airplane mechanics. But, the Black school did not. In Missouri, the judge said that it was unlawful refuse to provide Black students with the course in airplane mechanics. The Supreme Court, the highest court of our country, also said that it was unlawful. So, this case ended the racial discrimination in the St. Louis Public Schools.

I have handled a number of civil rights cases throughout my years as a lawyer. As I have been involved in the struggles and discrimination of minorities, I have served my community through leadership while fighting these issues. One of my most important cases was the case of Davis v. the St. Louis Housing Authority, which was filed in federal court in 1952. In this case, the judge declared it illegal and unconstitutional to have racial discrimination in public housing. And so, it resulted in the court order eliminating all racial segregation in public housing in the City of St. Louis.

In 1964, President Lyndon B. Johnson nominated me to be the first woman and the first Black to serve as Commissioner of the United States Civil Rights Commission. The Civil Rights Commission was a group that investigated the issues of voter discrimination and possible civil rights violations. During the 1960's, many Blacks were not being allowed to vote, even though it was legal for them to do so. One of the first investigations was in the State of Mississippi. There had been four bombings of African-American churches in Jackson, Mississippi in protest of Blacks getting the right to vote. In addition to the bombings, civil rights workers who were traveling the state to register Black voters had been murdered. Those were terrible times for Blacks. We needed leadership to create change. I continued to serve on that Commission for sixteen years and I helped create a number of changes in the laws to protect the rights of Blacks.

I think that racism exists because we live apart. Blacks and whites don't know each other, and we don't communicate with each other. But, racism is not what the Constitution is about. It is not what the Declaration of Independence is about. And, I believe in both. Therefore, I work to see to it that there will be equal opportunity and equal justice for all people. Serving my community through leadership...that is the story of my life.

Unit 7

Justice

Inter-Disciplinary Curriculum

Civics/Government

1. Discuss Frankie Freeman's background and her motivation to promote justice. What obstacles did she overcome? Have the students discuss, in their opinion, the most important change Frankie Freeman was able to bring about in her fight for justice.

2. Divide the class into groups. There are 3 different programs (CASA, Children's Shelter Care and Payback) that demonstrate ways to fight for justice in the treatment of young people shown in the video (or read in the script). Have the students identify and discuss the ways shown and compare these programs to the way Frankie Freeman achieved justice for people.

Reading

Ask the student to read the newspaper, find an example of a justice issue, and explain how the rights of the individual were protected or violated.

Art

Explain to the class that it has just received a commission for a sculpture for the park in front of the courthouse. The students have the responsibility of designing and building a sculpture out of "found" materials that represents the concept of "justice." Divide the class into groups. Ask each group to discuss what found materials the group would use and the function of each material selected, and then to create the sculpture.

Family Involvement

With a parent, the student will watch the local and national news broadcast for a week. They should make a list of the news stories that involved the courts and describe how justice was carried out in each case. Ask the student to be able to tell the class if he/she agrees or disagrees with the outcome in each news story.

Unit 8
Civil Rights

In watching the video short on "Rights", the students will see 4 different non-violent ways citizens have addressed the problem of discrimination against women, Blacks, Jews and Catholics. The video highlights:

- voter registration by the League of Women Voters
- citizenship schools led by the League of Women Voters,
- peaceful demonstration supported by the Alpha Kappa Alpha Sorority,
- dialogue groups sponsored by Church Women United.

In the 32 minute video, the students will also see a 5th way to fight discrimination. The YWCA established an organizational goal to eliminate racism. The Y then became a major proponent of equal rights in their public stands and programs.

The story of Edna Fischel Gellhorn illustrates the commitment of suffragists to achieve voting rights for women and Edna's leadership in support of the passage of the 19th Amendment to halt discrimination on the basis of sex.

Vocabulary

In the Video

civil rights
demonstration
dialogue
discrimination
justice
leadership
minorities
non-violent
protest
sorority
voter registration

In the Story

convention
democratic
equal
inherit
league
opinion
representative
right
suffragist

Edna Fischel Gellhorn
Standing Up For Women's Equality

My name is Edna Fischel Gellhorn. I was born in 1878 in St. Louis, and at that time, women were believed to be second class citizens who did not have the same rights as men. Women could not serve on juries, they did not earn the same pay that a man would earn for doing the same job, and they could not inherit property or leave it in a will to someone else. Women were considered as having substandard intelligence and reasoning skills. A woman was someone with whom one had polite conversation, but did not discuss the important issues of the day. The worst part was that we were not allowed to vote in any political elections. I think that my greatest accomplishment was helping women gain the right to vote in the United States.

Voting is very important in the United States because we have a representative democracy. Voting is how American citizens express their opinions and tell their representatives what decisions or changes they believe should be made law. So, voting helps the government make decisions that affect all the people who live in our country. I believed strongly that women, just like men, should have the right to vote. But, I had to prove this to the rest of the country. There were many other women called "suffragists," who believed that women should be able to vote. Many of us "suffragists" formed an organization called the Equal Suffrage League which was dedicated to getting a law passed which would grant and protect a woman's right to vote. We worked hard to explain and prove our equality to those in America who did not believe that we were smart enough or capable enough to help make the decisions

for our country.

In June of 1916, the National Democratic Party held their convention in St. Louis. The convention was to nominate a candidate for President from the Democratic party. If we wanted to get the vote, then we had to get the attention of the nation. During the Democratic Convention, I participated in and organized a demonstration of 7,000 women to protest that women could not vote. All 7,000 women wore white dresses with yellow sashes that said "Votes For Women" across them. We lined both sides of Locust Street from the Jefferson Hotel, where the delegates were staying, to the Old Coliseum, where the Democrats were meeting each day. As the members of the Democratic Party walked along we stood silent and alert. We wanted the delegates to know that we were serious about our ideas and that we meant business. It was really impressive! We called it a "Golden Lane of Silence."

Our "Golden Lane of Silence" certainly did get the attention of the newspapers. The day after our march, the local newspaper described the event with this poem:

Citizen and Democrat
Marching Down the Golden Lane,
Marching out to nominate
Wilson for a candidate.
How the Democrats did hate
Marching down that Golden Lane.

Silence! My, but it did talk
Marching down that Golden Lane.
Fast the delegates did walk
Marching down that Golden Lane!
But they couldn't get away
From the Women's Votes display.

They'll all recall for many a day
Marching down that Golden Lane.

I had always worked very hard for the Equal Suffrage League of St. Louis. In 1919, we held our 50th Annual Convention in St. Louis. It was during this Convention that we heard the wonderful news. The 19th Amendment, which gave all women the right to vote, was going to be added to the Constitution!! The Amendment had finally been passed through the Congress after 70 years of hard work and diligence.

The 19th Amendment reads, "The right of citizens of the United States to vote

shall not be denied or abridged by the United States or any state on account of sex. Congress shall have the power, by appropriate legislation, to enforce the provisions of this article."

We had accomplished what we set out to do! And, hopefully, this would mean that our daughters, granddaughters and great-granddaughters would have a voice in the decisions which were made in our country. And, forevermore, women would be able to make a difference!

After the Amendment was put to law, we decided to form a new group, the League of Women Voters. As we set out, we knew that our mission was to educate the women who had just earned the right to vote. We also wanted to be sure that all the American voters were active members of our government who made informed choices based on all the information.

In 1920, we officially became the League of Women Voters, and I became its first Vice President. I spent most of that summer riding around from town to town on milk trains telling women about the League and its purpose. Although we had been in the newspapers, we wanted every woman to understand the importance of their right to vote. We also wanted to educate women as to the processes of our democratic system so that they would know what their rights were and how they could affect change in their communities and in the nation. So, we at the League tried to teach them how to be informed, aware citizens who could make an educated decision about what to vote for and what to vote against.

After serving as Vice President of the League of Women Voters, I went on to serve as the President of the St. Louis League of Women Voters and President of the League of Women Voters of Missouri. Those were great times and I am proud at the changes we made. I am proud of the opportunities we provided to the women of the United States. By 1970, women were even serving in major political offices! I only wish that I could have seen a woman as President of the United States. Well, maybe some day soon it will happen.

Unit 8

Civil Rights

The Inter-Disciplinary Curriculum

Civics/Government

Discuss Edna Gellhorn's background and her motivation to fight discrimination. What obstacles did she overcome? Have the students discuss the most important change Edna Gellhorn was able to bring about in her fight for women's rights.

Reading

Ask the students to use the library to research other leaders who have fought for the rights of women and other minority groups. Write a report and present the information to the rest of the class.

Art

Ask students to create banners or signs to be used in a march or demonstration supporting women's rights. Discuss with the students why their banner or sign is effective, how it feels to support a cause this way, and why it is or is not an effective method to create change.

Family Involvement

Ask the student to interview a parent, guardian, or relative about any event in their life where they were the victim of discrimination themselves or they witnessed an incident that involved the discrimination of another person. Discuss with the parent, guardian, or relative what they think is the best way to fight discrimination.

Appendix A: Video Segment Scripts

Unit 1

Homelessness

Video Segment Script

TERRI SHORES 21:28:45
Homeless people are not necessarily street people. . . . They may have been in an apartment, may have been in a relationship that for one reason or another has broken up, and they end up out of their home. But they aren't always what you think of as street urchins. They are people who have been in the community and for one reason or another end up without a home.

Regardless of individual reasons for homelessness, the situation remains—and is certainly real. Unless you've been homeless yourself, it's hard to imagine what it's really like. Where do you gather for meals? Where do you do your homework? Where do you hang your clothes? Where do you sleep at night? For nearly a century, women's volunteer organizations have been working hard to break the vicious cycle of homelessness.

JANIE GREENWOOD HARRIS 16:00:31
Back in 1904, during the time of the World's Fair, women from across the state of Missouri came to St. Louis looking for employment . . . (edit back to back 16:01:35). Nobody had realized that these women would be coming to the City to work and nobody had made an effort to provide them with housing that was affordable.

The YWCA recognized the desperate need, stepped in and provided adequate and affordable housing for these women. Today, the women served by the YWCA's Transitional Housing Program are usually single and do not qualify for government programs designed to help families. The YWCA's support steers women in the right direction.

HARRIS 16:02:57
In addition to providing housing, we also provide job readiness classes, computer courses and classes to help the young women build their self-esteem and just become self-supporting, confident citizens.

The YWCA facility in St. Louis is the only transitional housing program located adjacent to a college campus. Living in such an educational site has proven to be a motivating force for the residents.

HARRIS 16:07:00
We have a number of wonderful success stories of women who have gone through our program and are now gainfully employed in the community and who, in turn, are volunteers in the YWCA. So this makes us feel very proud of the program and we do have many of these success stories.

RUTH BUTLER 22:08:44
It's given me an opportunity to still be independent and work on my goals. I think of it as a very positive experience. It's hard to explain why, but anyone who is at a point in their life where they really don't have many choices, this allowed you to keep some of your dignity and also maintain your sense of self-worth and still get that helping hand that you need.

In 1904 it was women flocking into the job market that created the problem of homelessness. In 1980, it was the lack of jobs that left many families without a place to call home. This problem wasn't limited to the inner city. St. Louis County had no family shelter, and the need was great. Community In Partnership offered an alternative.

SHORES 21:23:19
I think this shelter is a perfect example of a collaboration between Church Women United, National Council of Jewish Women, Junior League, and administered by the Salvation Army. And I think this is the perfect example of what volunteers can do.

In all, 14 organizations came together to establish this first family shelter in St. Louis County.

SHORES 21:26:15
I really don't think this shelter would be here or could stay here without the effort of volunteers, not only in setting it up and serving on the board, but there's a tremendous amount of young teenagers who come in and volunteer and work with the children. National Council of Jewish Women Junior Council does a birthday party here each month. So it gives the kids something to look forward to. People come and cook each Sunday. Different churches have adopted a week where they'll come in and paint. EDS, the data company, took this shelter on as their project this year. And so they've come in and planted trees, painted the walls, done whatever needed to be done. So that's been really an incredible effort on the entire community, and I don't think the shelter could be here without it.

The Community in Partnership shelter has provided a new beginning for many families like Dorothy Marie Wyatt and her daughter.

DOROTHY MARIE WYATT 21:14:18
We came here right after Christmas and she didn't have a very good Christmas. When we got here, there was a three-foot-tall teddy bear that they gave her to welcome her to the facilities here, and that made a world of difference because it helps the smaller children. Taking them from their home is already offering a lot of stress on them because they're used to that stability. So if you can provide something like this and make it a warm environment, it does help a lot. Basically in my situation, since I was abused, it did provide a place for shelter so that me and my daughter could get back up on our feet and get started. We were homeless. We had no place. We had relatives—they only have a short amount of time that you can stay with them. And a facility like this will provide at least the small glimmer of hope that you can get started and get back up on the right foot. And so that's what it offered me.

That was about 6 years ago. Today, Dorothy Marie is the manager of an apartment complex. And, as for her daughter?

WYATT 21:21:34
My daughter is in the marching band, she's an honor student, she plays basketball, she runs track, she works and she's in the choir. She's also in music. And she's won two state championships as a vocal soloist, so she's done pretty good.

That's not the only success story. The Partnership has been so effective that the United States Congress studied it as a model response to other housing issues.

But even with these solutions, homelessness is still an incredibly large problem—a large problem for the community, and an even larger one for those people—children included—who must spend each day, wondering where they're going to sleep. Women's volunteer organizations have provided some real and lasting solutions. But, certainly, they're not finished. They'll keep leading the way, working to end the cycle of homelessness, until even every teddy bear has a place to call home.

Unit 2
Health
Video Segment Script

The good, old Mississippi. That muddy river that flows right by the Arch. Once upon a time, it wasn't just mud that caused it to be so murky. Every 24 hours, the St. Louis area poured 3 million gallons of raw, untreated sewage into our majestic body of water. Not only is that gross. It also proved to be deadly. It carried disease to so many people.

It was 1954 and time for one of St. Louis' women's volunteer organizations to take the lead and make a change.

ELEANOR WAITE 9:02:32
At that time there had been a serious encephalitis epidemic, and the result was that a Board of Freeholders was appointed to develop a plan to handle the sanitary sewers. And actually what the League did was study the plan. We went to their hearings. We went to all the committee meetings. And then when they adopted a plan which was proposed, we did a telephone campaign to get out the vote in favor.

That telephone campaign reached 25,000 voters who passed the plan to set up our Metropolitan Sewer District, which now takes away and treats our water waste products. That's just one example of the way women's volunteer organizations have taken the lead when it comes to health problems in our community. Another has to do with something very familiar to all of us. Shots. Immunizations. They're no fun at all, but they're very necessary. Not all kids, however, get the vaccines they need to prevent diseases like polio, rubella or measles. The Junior League of St. Louis teamed up with Operation ChildSave to develop an important program. Its purpose? To make sure more children would get that ounce of prevention they needed.

LYNN HYNES 19:04:29
The St. Louis Child Health Initiative, at the very beginning, worked hard to come up with some sort of character or logo that would bring home the immunization message to parents and to children alike. We came up with this very child-friendly, "Be wise, Immunize" bee with the little slogan, "Each little sting stops many bad things." He comes to clinics, to fairs, all sorts of places, to help the kids as they're getting immunized and to spread the message.

Parents are so grateful that they have a fun place to take their children. The vaccines are free and the volunteers are friendly, and that atmosphere works to bring more children in for these important vaccines.

HYNES 19:02:34
Many children, especially those between the ages of birth to two years of age, are not immunized. In the State of Missouri, only three out of 10 children are fully immunized. Those immunizations are important to totally prevent diseases that can be avoided through immunizations. A lot of parents just need education to learn more about how important immunizations are.

Unfortunately, there are some diseases and health situations which can't be prevented with a vaccine. Sometimes, the best thing you can do is educate people. Not surprisingly, women have been volunteering to do just that. The Gamma Omega Chapter of Alpha Kappa Alpha holds a teen health fair during the summer.

CHERYL YOUNG 19:19:40
We bring in professionals to talk about caring for their bodies, the changes that your bodies are going to go through. We try to provide an awareness for the teenagers and what can happen to them. We try to do preventative maintenance kinds of things. We want them to be aware of things before they happen.

Organizations are also involved in cutting edge and sometimes controversial topics. These days, the topic is AIDS. But when the health of the community is at stake, women's groups do what's necessary.

PATRICE ALLEN 6:12:49
Back in 1988, AIDS was a very little understood issue. It was an issue that had a lot of fear and prejudice surrounding it.

Even so, Alpha Kappa Alpha joined in a partnership with the American Red Cross to provide training on AIDS and HIV awareness within our community. The Junior League, too, teamed up with the AIDS Foundation of St. Louis and decided to hold an annual walk to raise money and awareness.

ALLEN 6:15:41
The name of the walk was From All Walks of Life. We were trying to represent that we were not a specific group with a specific agenda. But that we were a community, a caring community of St. Louis and that we wanted to do something positive in this area. We decided that one of the main priorities of the walk had to be education of the entire community.

ALLEN 6:21:02
When I first started this project, there were friends of mine who would not let my children play with their children because they were afraid that they would get AIDS. My children also had friends who were afraid that if they touched doorknobs or escalator handles they would get AIDS. It was not a difficult process once we were opened to the fact that you're going to share information, not change someone. Simply going to give them options in thinking and let them make up their own mind once they have all the information. It touched me in the sense that I was amazed at how many people would truly work for this issue once they saw that it had a name and a face. That it was a random disease and that it was not a judgment. It touched me deeply.

The work of volunteer women's organizations touches all of us. That's because they take on the challenges. They identify the problems. They create lasting solutions. They continually lead the way to improve the health of our community—and the people who live in it.

Unit 3

Education

Video Segment Script

MARION BOSLEY EVANS 12:27:11
Without education you can't get anywhere. And this is what I tell my children at school. If you can't do anything else, you don't have to be rich, but if you get your education you can open up these doors. And so we are focusing on education because this is the most important aspect of a person's life . . .

Volunteer women's organizations in St. Louis understand the value of education. They believe in the truth of the old expressions: Be cool, stay in school. The more you learn the more you'll earn. It takes knowledge to get to college. They also know it takes more than knowledge. It takes money.

The Scholarship Foundation has known that for 75 years. That's when it was founded by a group from the National Council of Jewish Women, concerned about young refugees . . . newcomers who were anxious to earn a living, but had no training and no skills.

EMILY ULLMAN 20:07:25
So these women decided that they would loan these three or four young women the money to get an education. Seventy-four years ago the cost was $15 for all three of them to go to secretarial school. And they graduated and got a job and they repaid the money that they had borrowed. So from that lowly beginning, the Scholarship Foundation has grown over these many years and is now providing financial assistance to hundreds of area students who wish to continue their education after high school.

Now an independent organization, the Scholarship Foundation awards about 700 interest-free loans every year for men or women to go to any type of training school or college they choose. How important is this help?

LAURA BURNELL (music therapy student) 20:06:22
Without the loan it would have been a lot more difficult to receive my degree. Having five children and a lot of financial responsibilities there, it was inconceivable for me to get through school without this special assistance.

CONNIE JOHNSON 19:30:14 (SLU Law School)
Without the loan from the Scholarship Foundation, I can state with certainty that I probably would have had to pursue this degree on a part-time basis. I'm in a dual degree program that takes four years as a full-time student. I don't know of any students that have been able to do both degrees part time.

Now, money doesn't grow on trees. That's why many people feel they can't go to college. So how is Scholarship Foundation able to raise so much? They run a very successful resale shop called the ScholarShop. To do this takes volunteers. Dedicated volunteers.

ULLMAN 20:14:40
We have a husband and wife team who works here. And the husband one day gets out of the hospital and he's back in the shop the next. It's just unbelievable the devotion that people have to the shop.

It's these type of people who have made the Scholarship Foundation grow.

ULLMAN 20:21:52
And when I think that this shop was just a little teeny tiny hole in the wall in 1960, and it took in maybe 25 dresses and 30 suits each year, this is just incredible growth. From acorns, oak trees grow. And from ideas, the ScholarShop has just blossomed and flourished.

The Scholarship Foundation isn't the only group that works to provide college funds. That's also a major undertaking of the Gamma Omega chapter of Alpha Kappa Alpha.

MINNIE PERRY 12:01:26
Our first scholarship was approximately $100 which we gave to a needy student beginning in about 1920. We have now increased. Throughout our 75-year history we have awarded in excess of $125,000 in scholarships. These scholarships range from four-year scholarship at Ranken trade schools (Technical College) to different schools throughout the world. Our scholarship recipients are in education, some in medicine, some in science, some in politics. We have so many go into the business world.

EVANS 12:25:18
And one parent wrote back, she said even that $500 helped us get the books and other fees that were necessary for the young people. And you know nowadays you've got to go to college. And most of these young folks want to go to college. And if it wasn't for this little effort that we're able to help them with, some of them may not be able to go.

Thanks to these organizations, many people have been able to achieve greater successes. Yet, there are those who never got enough education in the first place. Though they might be inclined to give up and say, "You can't teach an old dog new tricks," the Gamma Omega chapter of Alpha Kappa Alpha continues to prove them wrong. They show that you're never too old to learn. Even when that means learning how to read.

We've all heard of adults who never learned that skill in school. And though it's possible that you may know a grown-up or two who can't read—it's hard to imagine how many people find themselves in this predicament.

MARTHA PERRINE 17:25:16
Most people who have a literacy problem have found ways to cover it. They're very charming. They don't have to do a lot of things themselves. Others read. And in the course of a conversation they'll get information they need.

Statistics show, that in the St. Louis area alone, there are approximately 175,000 Americans who do not read at a level of success, and that's at a sixth grade level. Even when you know such startling statistics exist, sometimes, it takes a personal experience to start making a change.

PERRINE 17:22:16
One of our members had gone to the doctor the week before and was in the waiting room waiting for her turn. And there was another man in the room with her who was reading a newspaper. And about 10 minutes later they came out and called him into the doctor. And he wrapped up his paper and went in. The interesting thing was, the paper was turned upside-down. He was pretending the whole time.

From that single incident came a much-needed program. The Gamma Omega chapter of Alpha Kappa Alpha opened the Literacy Center in 1989. They soon realized how hard it is for literacy programs to reach people who are embarrassed they cannot read. So they adopted a wise theme: Each One, Teach One. Tutors work one-on-one with people and get to know them to help increase their reading skills . . . and build their confidence. Soon, you can see a real difference.

BETTY WALLS 19:14:59
When I see how it has changed people. Jobs. Job successful. For one gentlemen who basically had an entry level job, he is now functioning at a job which pays him three times what he had ever made before. We have one woman who had always wanted to read the Bible on her own. She was never able to do so. She's in her 60s. And she always had to have her children or her pastor read to her. To see the light in her eyes now when she picks up the Bible and she can read it herself. What have we done? We've gotten adults to be proud of themselves to have greater confidence in themselves and what they do. And we've done our jobs.

Education doesn't happen only when you're in fourth grade or eighth grade or twelfth grade. It's a lifelong commitment. Sure, that's another one of those sayings, but it's true. And women's volunteer organizations in St. Louis have committed themselves to lead the way to make sure that those who want an education will get one, no matter how young or old they are.

Unit 4

Elderly

Video Segment Script

It's hard to imagine yourself, fifty or sixty years older than you are now. But you'll still want many of the same things. Hot meals. A comfortable place to live. Reliable transportation. You depend on your parents or guardians to provide these for you now. And sometimes, as people grow much older, they must depend on others to provide them with those necessities, too.

Lots of times, adult children will pitch in. But what about seniors without children? What if children can't afford to help them? Or live too far away to see their daily needs are met? Women's volunteer organizations in St. Louis have stepped in to help senior citizens continue leading fulfilling lives.

JOAN TRUNNELL 12:08:46
Meals On Wheels is a program for the shut-ins. Old, young, if they need it. People who cannot get out to buy for themselves or cook for themselves. It started back in England during the war and it was called Meals on Wheels because when the elderly people had to be put in shelters during the bombing of England, they would drive a car around to each shelter, take out all the cooking equipment, put it on the hood of the car and they would cook the food.

Meals on Wheels may not have been started in St. Louis, but Church Women United, here, recognized how valuable this program would be to our community. Not only do volunteers provide nourishing, hot meals, but that allows some people to stay in their own homes instead of moving in with relatives or into nursing facilities.

TRUNNELL 12:11:57
We affect their lives in many ways. Joe here goes out and buys stockings for some of his ladies. He goes grocery shopping for them. And we take people to the doctors. We're more than just food deliverers. We do get involved with the people that we serve.

And the people are grateful. This year, 2,000 volunteers will deliver more than five and a half million nutritional meals all around St. Louis. And with no Federal funding and no paid staff, Meals on Wheels is believed to be the largest all-volunteer, non-profit service program in the St. Louis area.

It's just one of the recent programs put in place for seniors. But why the sudden focus on our elderly citizens? In just the past several decades, medical advances have allowed people to live longer. The result? A growing senior population. But that doesn't come problem-free. As people retire, they need to find worthwhile things to do with their time. Also, many need to carefully watch their money. By and large, retired people live on fixed incomes. They have about the same amount to spend every month . . . yet prices on everything continue to rise. The National Council of Jewish Women found one way to help.

GERRI SCHILLER 1:01:28
We found there were a number of retirees who wanted, needed some additional activities either in the afternoon or in the evening. And we developed a program for senior citizens. We took an old fish store, we painted over the shark that we couldn't get out of the wall, and we opened this lounge. It was a drop-in lounge. It was sort of a neighborhood club. And it really took off. So we knew that there was some validity in providing additional activities for those who are retired.

What started as a simple senior club quickly grew into something much more solid. It turned into The Delcrest Apartments, one of the very first in the country to provide quality, subsidized housing for low- and fixed-income elderly. And that allows them to live independently.

SCHILLER 1:07:33
I think the need is always there. It's always there for an active community that is reasonably self-supporting, where there's dignity in living on a daily basis. Where you don't have to depend on a child, or a brother or a sister for everything. And particularly for socializing.

Getting this project underway was a challenge. Women's organizations had rarely raised funds to actually build a building. And there was very little information on what seniors wanted and needed from such a community — one that was not a nursing facility. But the National Council of Jewish Women learned quickly and built a success story.

SCHILLER 1:11:03
Well, I can tell you about a woman who lived here who had been very, very independent and very active, but she had lost most of her friends. She had lost her mobility in terms of being able to drive. And when she moved in here, she developed a whole new social set. And since she was a very gregarious person, and really emotionally needed these kinds of relationships, this particular part of Delcrest was extremely important.

That woman wasn't the only one to find a good, new life at the Delcrest.

LADY 1:20:36
The family found the Delcrest for me. I came up and I saw it and I liked what I saw. And I got in. And then I did a lot of volunteer work. That's the way I met a lot of the people and we got along fine. And I have really enjoyed it. And then I met my husband, and we got married in November. And everything's perfect. This is our home.

They were lucky to find the Delcrest. How lucky? Take a look at the statistics. 45,000 households qualified for this type of apartment but just over 3,000 units were available.

(GRAPHIC: 3,288 subsidized apartments availableto elderly and handicapped in St. Louis County 45,000 households qualified. Source: 1990 U.S. Census)

NCJW stepped in again and raised more money to build a second tower. Now called the Crown Center for Senior Living, this complex allows more seniors to live independently in warm, friendly surroundings.

LADY 1:22:07
It's made quite a difference because if I hadn't moved to the Delcrest, I would have been alone. And now I'm not alone anymore. But I liked it before I met Charles. But it's a lot better now.

Seniors have learned a lot over their many years. Much of their wisdom has shaped St. Louis to make it the thriving city it is today. It's only right to recognize and respect the accomplishments of our older community members. Through their own experience women's volunteer organizations have found important ways to help seniors on a day-to-day basis.

You can, also, in a number of ways . . . as simply as listening to their stories. Picking up something they dropped. Reading to them in nursing homes. Or even offering a smile. You, too, have the power to lead the way, and improve life for our cherished senior community.

Unit 5

Child Welfare

Video Segment Script

One hundred years ago, at the height of the Industrial Revolution, people flocked to this city for jobs. But when they got here, many discovered wages were low, the housing hadn't caught up with the surge of new residents and the government didn't provide enough services to help all people in need. That's about the time St. Louis Women's organizations began to flourish. They swiftly identified what people needed and stepped right in to help. And many of their original projects centered around children.

The National Council of Jewish Women/St. Louis Section pioneered a free milk program for needy students in the public schools. The League of Women Voters worked to pass laws to pasteurize the milk. The Junior League created the five-cent school lunches. That's where the need was. And that's how projects start today.

Often they start off simply, but volunteers soon notice the need for their services is greater than they ever imagined.

6:27:29 GIRL
This is the art room and we do projects inside of the art room also. This is the computer lab. And we have all different kinds of computers. And we learn how to make them work. This is dance class. And we learn ballet and jazz. This is music class where we learn how to sing.

You've just taken a quick tour of the St. Louis Girls Club, developed by the Junior League of St. Louis. It's a place where girls are inspired to do their best. But the Girls Club wasn't always this complete. It took a lot of work, ideas and drive to get it in the shape you see it today.

BETTY SIMS 7:14:37
We were a one-floor agency—this building and the first floor. And yet children were banging on the door. We were turning away kids all the time. And we realized that we had an upstairs. And suddenly, not with a lot of money but a lot of energy and a lot of love, we had facilities then to double our capacity.

But why a facility just for girls?

SUSAN GALLOWAY 7:05:00
There was no facility like this club in the Bi-State region, Missouri or Illinois, so we felt like we were really going to meet the needs of these girls in the community.

And they have. Many more girls are able to join in and face lots of wonderful challenges.

Women's organizations also love a good challenge. They see it as a motivating force. The YWCA did. They noticed that as more moms returned to work, parents struggled to find the right place for their children to go before and after school. So they started YWCA's School Age Care—a program that's so common today, you might think it has always been here. Not only does School Age Care give kids great options before and after school, it helps the parents as well.

KANWAL SEEHRA 7:25:36
It helps me concentrate more on my work because I know my child is in good hands. She's taken good care of.

As kids grow, their problems can grow, too. Some children do make the wrong decisions. The Junior League of St. Louis turned this concern into a solution . . . Teen Outreach.

KAREN GOODMAN 2:02:26
They were concerned about the issues of school dropouts, substance abuse by teens and teen pregnancies. And so they were looking for program ideas that would address those specific issues.

At the beginning Teen Outreach was small and local, but soon it branched out nationally. People could see how much teens learned when they talked about their concerns and volunteered in the community.

GOODMAN 2:13:14
We had several of them who were able to enter colleges where it had been felt that they wouldn't have before. We've had young people who have told us how meaningful the program had been for them and had turned their lives around, and how they, instead of planning from just day to day, they began to look out and realize that they had a future.

Teen Outreach was successful itself, and then it led to a more extensive program—TOTAL. Together, 14 community organizations formed a two-tiered approach to teen pregnancy. The first, TOTAL TEAM, shows kids how to feel positive about themselves. Volunteers have seen it work. There was one participant, for instance, who had a tough reputation.

CINDY GARRISON 3:22:19
He was involved in an altercation on the playground and he was being pushed around and shoved. And he refused to push back. He refused to get involved in a fight. And one teacher ran out and asked him, "Why are you not involved in a fight? We thought by now you might be fighting." He said, "No, I didn't want to get kicked out of TOTAL."

TOTAL TEAM also has a volunteer program.

NAOMI McCOWAN 3:05:55
There was one time we went to the Salvation Army during Christmas time, Toys for Tots. We helped at a food bank, we helped other people in our school, we helped family members, we did different kinds of jobs. It made me think that there are a lot of hungry people out there and they don't have too much to eat and I should take my education and use it wisely by staying in school, trying not to get pregnant, and just live my education and my life to the fullest.

HELM 3:03:37
The bottom line is we're trying to get the kids to finish high school and find something that they want to do beyond high school, whether it's a trade school or college.

Perhaps the most innovative element is TOTAL Partners which deals with teens already pregnant or parenting. They work to get vital medical care for the moms and babies. They find tutors for them. And so much more.

FRANCES GREEN 4:03:12
They've also helped them do things like learning how to interview. Some of our youngsters were trying to get jobs and went for interviews and were turned down. And so the case manager or the partner then worked with the young people, role playing, teaching them how to interview, how to do a resume, how to make an application.

GREEN 4:04:45
As you work with these young people and see that they really have some great potential that needs to be developed, and if you give them the opportunities to do something more with their lives, that there are some real benefits and some real payback for society as a whole.

Seeing their programs help other people—that's the only payback volunteers need. Just as they did during the Industrial Revolution, St. Louis women's organizations continue to find the best ways to improve our community and lead the way to find strong and lasting solutions.

Unit 6

Arts & Culture

Video Segment Script

When you look at a painting, what do you see? When you hear a symphony, what do you feel? When you visit a historical building, what do you think? St. Louis is filled with art and music and with places that teach us about our past and present. And everyone enjoys seeing and hearing these things because they're beautiful or exciting and also because they play an important role in our past, present and future. Many volunteers work to keep the arts alive in our community. But just why are the arts so important to us?

TALBOT McCARTHY 18:03:40
I think that the arts give all of us an inspiration—something bigger and better to look forward to. It gives a great sense of history to see the artistic achievements through the ages. There's no doubt that the arts help our country by giving a lot of people employment, by encouraging tourists to come to our community, by enhancing the reputation of our community by the fact that we have one of the finest in the St. Louis Art Museum and the St. Louis Symphony, the Opera Theater of St. Louis, Missouri Botanical Garden; those are nationally known assets and they affect the economy of our community. And, of course, a great artist is just a wonderful gift that you can see happening in front of you.

And women's groups have worked tirelessly to see that the arts continue to be an inspiration to us all. The Junior League of St. Louis, for example, teamed up with the Urban League to establish one of St. Louis's first centers to study and showcase Black Heritage through art. What resulted was the successful Vaughn Cultural Center . . . a place where people, young and old, could learn things about the important contributions of African Americans.

ANN LIBERMAN 14:05:30
We want to bring people into the arts who otherwise might not have an avenue to get into the arts. And also, I thought, if these children are walking to school every day—we were in walking distance of five schools—and they see things in this window that might interest them, their imagination will become stirred up and they might become motivated to do something in art or to read some book related to something.

The Vaughn Cultural Center was founded in the 1970s—a time of great racial pride. Many other cities had black museums, but St. Louis—even with its significant African-American population—didn't. At least not yet.

ANGELA CONLEY 14:28:33
Most of the women who had volunteered to work on Vaughn Cultural Center were gutsy; they weren't afraid of the city, they were committed to the project. I think we made a difference for a number of artists. They are so great I can't take credit for where they are right now so I don't mean to imply that. But locally, John Roselle exhibited here, Michael Marshall, Kim Calvert, Vernon Smith, those are some of the names of people who stand out and still do great work today. We brought in Maya Angelou, Ossie Davis and Ruby Dee. We brought in Senator Julian Bond. And we even had Clarence Thomas.

Culture and the arts go beyond music and painting and sculpture. Culture tells us about our history, our heritage, what we thought and what we did years ago. We can get a glimpse of our culture through buildings and institutions that have been preserved. And there may be no St. Louis institution more important than Forest Park. The Junior League of St. Louis worked for five years to write a book about the history of Forest Park from the time it opened in 1876.

CAROLINE LOUGHLIN 5:01:48
We also did, for each statue or building that is or has been in the park, we did a little vignette about it with a picture and its history and if we knew who the designer was and the initial cost and all that kind of information, so that people who were going through the park and looked at something and said, "Gee, I wonder what that is," would have a way of finding out. Forest Park started actually at about the same time that St. Louis City and St. Louis County were deciding who they wanted to be. There were a very few far-sighted people around that understood the city would grow this far west, and this kind of open space would be necessary. So they worked very hard, put in a lot of time, a lot of effort, to make sure the St. Louis area would have a park like this. And then people who came after them worked very hard to preserve the park for future generations. And now it's our turn. We need to do this to pass the park along to the people who will come after us.

The Junior League's book supported the efforts of Forest Park Forever, which was working to preserve the St. Louis landmark.

SUE CLANCEY 6:08:42
This is one of our best projects. It's the old Victorian bridge. It dates back to 1876. And until last year it was in a terrible state of disrepair. Forest Park Forever restored it last year. And look—it is absolutely magnificent. We go about raising funds for Forest Park by being advocates for the Park and by letting people know that the park needs help and that they can help. We hope to be able to attract a great many people to come together, to understand that Forest Park, first of all, is a wonderful place, an asset to the region, and needs help beyond what the city tax dollars can provide.

Many people in the city and the county rally behind Forest Park Forever. That's because the park is very important to our region.

LOUGHLIN 5:24:15
We're a region that is very divided along a variety of lines, political, racial, age, economic. And yet everyone associates with Forest Park, has been here, cares about Forest Park, feels at home here. And it's one of the few things in this region that brings us together in a place where we can find common ground. If Forest Park contributed nothing else—and it continues [contributes?] a great deal else—that alone would make it worth our time and our care.

Culture and arts may not be immediate problems that we must attend to, but they, too, are well worth our time and our care.

CLANCEY 18:05:44
It's just very exciting to see that someone can achieve something very beautiful. And it makes you want to try to do something yourself or else learn more so that you can appreciate this kind of achievement.

The arts can be a huge inspiration to us all . . . to try harder, to do more, to live dreams that we once thought were impossible. Many women continue to lead the way so that culture and the arts are a motivating force in our lives. And, who knows? Maybe someday, one of you will be an inspiration to the generations yet to come.

Unit 7

Justice

Video Segment Script

What is justice? That's the same question as asking what is fair? What is honest? What is right? In the United States, we decide matters of justice in the courts with lawyers and juries and judges. And we've all heard about people going to court when they've been arrested or can't seem to work out problems they have with other people. Usually, those are adults. But what about children who have problems? Who stands up for them? Who speaks for them in court? Who shelters them when they need it the most?

Volunteer organizations in St. Louis realized that children need someone to speak for them. So, over the years, many women's groups have stepped up and started important programs.

ANDREA LENZEN 10:20:43
CASA is an organization of volunteers that speak for the child. We have the best interest of the child so we become the voice of the child basically in court.

CASA stands for Court Appointed Special Advocates. In 1980, the National Council of Jewish Women brought this program to St. Louis County. It was the first in the state and one of the first in the nation. A CASA, a trained volunteer, gets to know children who have been abused or neglected and makes recommendations so a judge can decide what's best for them.

LENZEN 10:21:30
We're often involved in cases where the child's been neglected and has been left with the courts for some particular reason. And it's our job to make sure the child is in the best spot.

So why does it take volunteers to look out for the best interests of the children? Why not the government?

LENZEN 10:25:28
These people just don't have the time to do what I can do. They have so many cases. They're so overwhelmed. They care but they just don't have the time. I have the time.

Sometimes judges have less than one minute to find out what's going on before they decide a child's future. That's why volunteers are so important. But that takes a big commitment.

HAZEL DONALD 10:29:48
I saw an article in the paper about this a year ago, and I thought I'm not ready to do something like this. And things just started making me angry when I'd hear it on the news, you know about these kids that were just being left in these homes and these kids that were forgotten. And I just started getting madder and madder and started thinking somebody's got to help out some place and do something. And that's when I thought, I think I'm ready to do this now.

DONALD 11:09:27
I feel like I'm making a difference in this child's life, and it makes me feel like I'm really doing something rather than just sitting back wringing my hands saying we have all these problems. What are we going to do about them? Why doesn't somebody fix them? So I feel like I'm doing something that's positive.

Just knowing you've helped a child find a safe and loving home has its rewards. Not every child has a good home life. And some teenagers find they have a need to escape. The Children's Shelter Care, sponsored by Church Women United, offers teenagers a temporary place to stay when they have real problems at home.

RUTH MENNIGES 11:27:13
These girls are teenagers and they don't belong in jail behind bars or in a locked situation. They belong in a home. But since they can't go home, because they may be runaways, they may be abused for the many reasons children become abused, so we need a place that they can stay while the court decides what to do next with that child. Everything is just all out of whack. And not all children are bad and not all parents are bad. But something just goes wrong and people need a breathing space.

Most children work things out and go back home. But some can't. So Children's Shelter Care works to prepare them for life on their own. They help these girls with their education and job skills so that they can become responsible citizens.

MENNIGES 12:03:40
Well, I'll tell you about one child, a young lady. I was going through the line in a cafeteria and this girl on the other side serving me said, "I know you." And I looked at her and said, "You do? Where do you know me from?" She said, "The Child Care. I was there." I said, "How are you now?" And she said, "I'm married, I have a little baby, and my life is on track." And that's what it's all about. That's when your day is made.

But some kids get into real trouble before they get back on track. They show up in court—not as victims—but sometimes as criminals. Payback is a program developed by the Junior League of St. Louis. This program teaches young offenders lessons in responsibility by expecting them to make restitution—or pay back—their victims.

MUNNIE PACINO 12:06:43
The whole concept is to make juveniles accountable for their actions. So if they damage someone's property or take something from someone that they understand that they have to pay back that person for those mistakes. So that involves the juvenile either having to do community service work or working some hours to earn enough money to pay back their victims.

PACINO 12:09:28
They might have to go in and sweep floors or read to an elderly citizen in a retirement center. They work for the Humane Society, maybe cleaning cages. They work in projects in the community, removing graffiti from buildings, those sorts of things where the child will go and work and will work a certain number of hours to earn at minimum wage the amount of money that's necessary to pay back that victim.

And this type of program works. A recent study found that when juveniles were ordered to compensate—pay back—their victims, fewer returned to crime. It's only fair and right and honest to pay back what you have taken from someone. That's justice. And women's organizations have been leading the way to see that all children are treated fairly in the grown-up justice system.

Unit 8

Civil Rights

Video Segment Script

LINDA McDANIEL 17:11:22
I was taking my son to college and I was discussing with him what it was like for me when I was 18, 19, getting ready to go to school. And the lack of opportunities I had as a woman. And he was amazed.

ELEANOR WAITE 9:07:38
You know, you won't believe in today's world what it was like 40 years ago, the changes that have come.

Many freedoms and rights we take for granted today began as ideas—ideas that were laughed at not so long ago. So what changed? It started with someone identifying a concern, then taking the initiative to find remedies. That's what volunteer women's organizations have been doing over the past century . . . pinpointing problems in our community, then leading the way with workable and cutting-edge solutions. Much of that began with the women's suffrage movement. Just decades ago, women were not allowed to vote.

In 1916, when the Democratic Convention was held in St. Louis, women got together and made their voices heard—not with shouts but with a "Golden Lane of Silence."

VIRGINIA DEUTSCH 17:03:40
These women organized a walkless, talkless golden lane of 7,000 women dressed in white, lining both sides of the streets for 10 blocks with yellow banners across their chest saying, "Vote for Women." A silent parade asking delegates, in effect, to grant a suffrage plank in their platform.

Finally, in 1920, the United States passed a constitutional amendment, allowing women the right to vote. And with that, the League of Women Voters began to educate citizens and teach them how to use this precious right.

McDANIEL 17:01:22
They realized that too many other people did not know the process about registration, about the right that women had and everyone else had to vote. Or about how government worked. So in St. Louis, as the League began here, they also began the concept of Citizenship Schools, which did spread throughout the country. And in fact these schools were actually even part of the public school program in St. Louis.

Today, the League of Women Voters continues to educate men and women about the issues and the voting process. And they encourage all citizens to use their voices and vote.

McDANIEL 17:06:12
One vote does make a difference. I do believe that legislators want to hear from their constituents. It's easy to pick up the phone. You just have to call them and let them know what you think.
The power of the vote was also used as one tool in gaining civil rights for Black Americans. As late as the 1960's it was common and even acceptable to discriminate against Blacks. It took courage to stand up for change. But people found ways.

SARA SCROGGINS 17:15:42
We had voter registrations in the decade of 1960 to 1969—we registered over 6,000 voters. And we went into the streets in doing that. We went into the shopping centers, shopping malls and had voter registration booths. And we also had marches in the street. With a marching band we would go down the streets and let people know that they needed to vote. And we also went into the high schools and took the same kind of voting booths with us to teach 18 year olds, tell them why they needed to vote We would tell them about the candidates. We would tell them not to say who to vote for, but to tell them to be aware of who they were going to vote for because these people would be serving them and they needed to know what they had to offer.

Not every change can come as a result of voting. Sometimes it takes other measures. Picketing and marching, for example, got the attention of Jefferson Bank when they refused to loan money to Blacks.

Even today, we're still fighting the battles of discrimination. Maybe that's because people fear what they don't understand. To try and change that, Church Women United set up dialogue groups so that people of all races and religions could get together and discuss their differences and their similarities.

MARGARET SONNENDAY10:03:29
We did hundreds of them literally. And we just talked as simply who we were—homemakers, housewives, mothers—and told our story. But those of us, the WASPs, the white Anglo-Saxon Protestants as I, we usually were moderators because we really didn't have much of a story of discrimination to tell. But of course the Black women, Catholic women, the Jewish women, had some stunning stories to tell. Someone was saying to me the other day that they're concerned that we have to go back and remind young people, both concerning race and religion and also the battle that some of our early feminists have fought for women. They have forgotten what went before and take for granted what's happening now. We may have to fight some of those battles again if we forget that history. I think the

Holocaust museum that's been opened here in St. Louis is a good example of why it's so important to have something that you can see and touch. That reminds us of that history so that we hopefully won't have to live through it again.

Our voices sound strongest when we use them together . . . not so loud that people need to cover their ears . . . but effectively, intelligently so they will listen. Women's groups continue to lead the way to see that all men and women, regardless of race or religion, are treated fairly and equally. They've inspired us to identify concerns, pull groups into action and strive for positive changes. Most important, they teach us that each one of us—even someone as young as you—has the voice and the power to make ours a community where there is liberty and justice for all.

Appendix B: Dramatic Presentation

The possible methods of dramatic presentation include storytelling, oral reading, plays, reader's theater, and tableau. Each of these dramatic presentation styles are presented in detail below:

Storytelling

Storytelling is enjoying a renaissance in the United States today as a form of entertainment, and as a tool for building and maintaining community and family traditions. Storytelling makes for effective teaching because it captures and engages the imagination of your students.

Storytelling is a very effective teaching tool because it reinforces a multitude of skills including social skills (i.e., participation, cooperation), reading skills (i.e., listening, sequencing, memorizing, language development), and other communication skills (i.e., writing, speech). Perhaps more uniquely, stories enliven characters, events, concepts, and times, thus making them more accessible to the student. A good storyteller can spark a student's interest in a subject area which can lead to more successful learning with the more congenital methods of teaching.

How to Become a Storyteller

Storytelling requires more preparation than oral reading, but it is not as difficult as you may think. The first key element is to just relax. It is helpful to read the narrative through two or three times, telling the story to yourself before you attempt to say the story aloud. As you read the story, try to envision what the story looks like in your mind. See the characters and hear their voices. Let them tell their story through you. Then, practice reading it aloud so that you are comfortable with how the story flows, paying special attention to the punctuation and dramatic pauses. You do not need to memorize the story. However, you may want to make a "cue card" with specific details and keywords which will help you remember the general storyline. There is a good chance that you will not need this card, but it is a useful tool to prevent distracting your story.

Storytelling is an accessible medium. It is accessible to you, the performer, because the preparation necessary is manageable. You don't have to use a set, props, or costumes, and you do not have to memorize. All you have to do is become familiar with the story and live it, share it. Storytelling is also accessible to your audience. Your audience becomes involved through the use of their imagination. As you prepare your narrative, explore the tools of performance which are used to enliven the story. These performance tools include voice, body movements, facial expressions, costumes, setting, and eye contact. It may be fun to experiment with the different emotions and character types that you can portray with your voice. Eye contact is one of the most important performance tools. You may want to practice maintaining eye contact while telling the story to your family or friends.

There are many styles of storytelling. Some storytellers sit still, others use just hand and arm motions, and some storytellers jump all around. Some storytellers where street clothes, some dress in full costume, and some use a hint of a costume, such as a hat or a cane. It is important that you choose the elements of storytelling that make you most comfortable. Most importantly, remember, be creative, enjoy yourself and have fun with it!

The following are good resource books to learn more about storytelling:

Livo, Norma J., & Sandra A. Rietz. *Storytelling Process and Practice.* Littleton, Colorado: Libraries Unlimited, Inc. (1986).

Livo, Norma J., & Sandra A. Rietz. *Storytelling Activities.* Littleton, Colorado: Libraries Unlimited, Inc. (1986).

Barton, Bob. *Tell Me Another.* Markham, Ontario: Pembroke Publishers, Ltd. (1986).

Gallagher, Arlene. *Living Together Under the Law.* New York Bar Association. (1986). Contains extensive descriptive listings of children's literature as related to citizenship concepts and contains detailed lesson plans.

For more information on storytelling, contact the National Association for the Preservation and Perpetuation of Storytelling (NAPPS), P.O. Box 309, Jonesborough, TN 37659 or call (423) 753-2171. NAPPS is a national organization which promotes storytelling through festivals, conferences, classes, catalogues and resource guides.

For more information on civic literacy teaching materials which incorporate storytelling, and on Missouri storytelling organizations, call the St. Louis Public School's Law and Citizenship Education Unit at (314) 361-5500.

Oral Reading

An excellent mode of presentation, oral reading involves minimal preparation. The section above entitled "How to Become A Storyteller" contains many suggestions for expressive storytelling which apply to expressive reading as well.

To prepare for oral reading, read the piece to yourself first to make sure that it meets your needs. Then, read the story aloud for practice. Practice reading with expression so that you will be comfortable with the flow of the story. The most common mistake of oral presenters is to go too fast. Take your time and go slowly. Decide where dramatic pauses would be most effective in the story. It is important to speak slowly and allow the listeners time to form and appreciate the images that you are guiding them to develop in their minds. Accents or dialects can be added if they are done accurately and convincingly. As you read to the class, stay attuned to their responses, and pace your reading accordingly. Most importantly, enjoy yourself. Your enthusiasm and enjoyment will be contagious!

Plays and Reader's Theater

Plays are an excellent way to tell a story. If the time and resources are available, rehearsing and presenting drama with sets, costumes and props can be a great experience for students. However, most plays can be presented effectively by using simple costume changes (i.e., hats, wigs, coats, glasses, etc.) and will require very little preparation.

Reader's theater can provide an interesting, but less elaborate performance than a staged play. In reader's theater, characters sit in front of an audience and expressively read their rehearsed lines. Action, costumes, props, and/or sets are not needed. The readers do not need to memorize their parts. Though stark, this style of performance requires little preparation and can result in a very interesting performance. Reader's theater, like storytelling, requires that the listeners participate by enlivening the performance with their imaginations.

A good book on creative dramatics is *Improvisation for the Theater* by Viola Spolin. Evanston, Illinois: Northwestern University Press (1963).

Tableau

A tableau is a scene with frozen action and no dialogue. Participants arrange themselves in a single position and hold that pose, as if in a snapshot. They do not move, and they do not talk. Tableaux are useful for dramatizing a topic to be discussed.

Teachers may use tableau to dissect certain important scenes of a story or of a character's life. It can be very useful to encourage students to analyze and process the events of a character's life.

Appendix C: Additional Resources

For more information about the eight women's service groups and other organizations involved in *When Women Lead the Way*, please see below:

Alpha Kappa Alpha Sorority/Gamma Omega Chapter
Contact: Minnie Perry
(314) 653-0888

Church Women United
3558 S. Jefferson Ave., St. Louis, MO 63118
(314) 268-1523

Junior League of St. Louis
10435 Clayton Rd., St. Louis, MO 63131
(314) 569-3117

Law and Citizenship Education Unit
Division of State and Federal Programs
St. Louis Public Schools
Contact: Linda Riekes, Director
5183 Raymond Avenue
St. Louis, MO 63113
(314) 361-5500

League of Women Voters
8706 Manchester Rd., St. Louis, MO 63144
(314) 961-6869

Missouri Bar Association
Contact: Millie Aulbur, Field Director of Law-Related Education
P.O. Box 119
Jefferson City, MO 65102
(573) 635-4128

The National Council of Jewish Women-St. Louis Section
8350 Delcrest Dr., St. Louis, MO 63124
(314) 993-5181

The Scholarship Foundation of St. Louis
8215 Clayton Rd., St. Louis, MO 63117
(314) 725-7990

Women of Achievement
Contact: Dudley Grove
(314) 993-4090

YWCA of Metropolitan St. Louis
3820 West Pine, St. Louis, MO 63108
(314) 531-1115

Appendix D: Video Order Form

To order either the corresponding *When Women Lead the Way* Video Segments to accompany the *When Women Lead the Way Curriculum* or the *When Women Lead the Way* Full-length Video, or both, please fill out the form below and mail it, along with your check or money order (payable to the National Council of Jewish Women) to:

Dudley Grove
#1 Loren Woods
Saint Louis, Missouri 63124

Your Name _____

School Affiliation _____

Address _____

Phone ( ) _____ Fax ( ) _____

Your order:

When Women Lead the Way Full-length Video (30 minute) Cost per video $10.00

When Women Lead the Way Video Segments to accompany the *When Women Lead the Way Curriculum* Cost per video $10.00

Please fill in the appropriate order below:

When Women Lead the Way Full Length Video (30 minute)

Quantity _____ Cost _____

When Women Lead the Way Video Segments to accompany the *When Women Lead the Way Curriculum*

Quantity _____ Cost _____

Subtotal _____

Postage & Handling $5.00

Total Cost _____

Please make checks or money orders payable to the National Council of Jewish Women.